

Accountability Report Transmittal Form

Agency Name: State Department of Education (SDE)

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PREFACE

The South Carolina State Department of Education (SDE) annual accountability report for the fiscal year 2002 presents the performance of the SDE and a concurrent review of the state's public education system, which relies on the agency for leadership and support. This accountability report addresses both agency and system: the SDE in terms of its mission-driven, values-centered strategic focus and the system in terms of data that demonstrate how South Carolina's schools are responding to our leadership.

We believe readers will find exciting evidence that FY 2002 marked significant progress toward our long-term aspirations for public education. While there is much to do and many obstacles remain, the trends at long last are moving in the right direction, and the public commitment to school improvement from parents, educators, business, and policy makers continues undimmed.

SECTION I: EXECUTIVE SUMMARY

America's future walks through the doors of our schools each day.

—Mary Jean Le Tendre

MISSION AND VALUES

Agency Mission: The mission of the South Carolina Department of Education is to provide leadership and services to ensure a system of public education through which all students will become educated, responsible, and contributing citizens.

Agency Values: The SDE defines values as attitudes about the worth or importance of people, concepts, or things and recognizes that they influence our attitudes, priorities, and behavior. An organization's values reflect the collective attitudes and values of all its members. Thus, for an agency with the societal responsibilities that the SDE bears, values become critically important. Our strategic planning process has led us to seven core human values, believing that their embrace by all of our employees will strengthen our ability to fulfill our educational mission:

- **Respect.** Treat all people with dignity and respect in all circumstances.
- **Trust.** Be trustworthy, believable, credible, and truthful in character and competence.
- **Honesty.** Be truthful in words and deeds.
- **Integrity.** Be consistent and do what is right all the time.
- **Responsibility.** Willingly accept the obligations and duties for both success and failure.
- **Accountability.** Be answerable for what was done with what was given and the results that were achieved.
- **Service.** Put success and service to students before personal success and self-service.

KEY STRATEGIC GOALS FOR THE PRESENT AND FOR FUTURE YEARS

Where there is no vision, the people perish.

—Proverbs 29:18

Vision: Our shared vision is for a system of public education through which all students will become educated, responsible, and contributing citizens.

Strategic aims:

1. High Student Achievement
2. Teacher Quality
3. Early Childhood Education
4. Parental and Community Partnerships
5. Safe and Healthy Schools
6. Education Leadership

Strategic goals:

1. High Student Achievement
 - 1.1. Students are held to rigorous and relevant academic standards.
 - 1.2. Students demonstrate essential knowledge and skills as described in the curriculum standards.
 - 1.3. Students graduate from high school ready for college or a career.
 - 1.4. Students use technology to reach higher levels of learning.
 - 1.5. The state educational system components are accountable and aligned so that all students reach a high level of academic achievement.
2. Teacher Quality
 - 2.1. Teacher recruitment and retention programs are successful.
 - 2.2. Teacher preparation programs produce competent teachers.
 - 2.3. Teachers are highly qualified, competent, ethical, and caring.
 - 2.4. Teacher professional development programs are effective.
3. Early Childhood Education
 - 3.1. Children enter the first grade ready to learn and succeed.
 - 3.2. Children have access to quality early childhood programs.
 - 3.3. Children and their families have access to quality family literacy programs.
4. Parental and Community Partnerships
 - 4.1. Parents are active partners in their child's learning.
 - 4.2. Communities are active partners in student learning.
 - 4.3. Businesses are active partners in student learning.
5. Safe and Healthy Schools
 - 5.1. Schools are safe, healthy places with environments that are conducive to learning.
 - 5.2. School facilities are safe, functional, and adequate.
 - 5.3. The public school transportation system is safe, functional, and adequate.
 - 5.4. Schools form community and state alliances that promote the health, safety, and well-being of students.
6. Education Leadership
 - 6.1. Leadership in schools and districts is qualified, caring, and supportive.
 - 6.2. State education leadership is aligned.
 - 6.3. Education leadership is accountable.
 - 6.4. Professional development programs support education leaders.

OPPORTUNITIES AND BARRIERS

We have identified the following conditions that present opportunities and obstacles to successful mission accomplishment.

Opportunities:

- Continued national, state, and local focus and enthusiasm for education provide momentum for education improvement.

- Implementation of the provisions of the Education Accountability Act provides a climate for continuous improvement.
- The new federal No Child Left Behind Act sets additional, higher goals for student achievement and teacher quality.
- State leadership—the Governor, the General Assembly, and the State Superintendent of Education—makes education a top priority.
- The Education Oversight Committee provides an emphasis on accountability.
- Expanding business and community partnerships offer support for programs.
- The First Steps initiative encourages local communities to assess and plan for meeting school readiness needs.
- Report card results will highlight schools' performance on various factors so that local communities can address needed changes and support continuous improvement.
- Federal competitive grants, such as the \$25.9 million reading grant, offer additional resources in reform efforts.
- The General Assembly's willingness to channel increased resources to unsatisfactory and below average schools has allowed for needed programs, activities, and leadership.

Barriers:

- State revenue shortfalls impact directly on education funding for basic programs and on SDE technical assistance, professional development activities, and other operations.
- The No Child Left Behind Act places responsibilities on the state's school districts and on the SDE with little funding for administering the additional mandates.
- Lottery money has provided much-needed new school buses, but an aging bus fleet and a lack of logistical support for the education transportation system (fuel, parts, maintenance, bus drivers' and mechanics' salaries) hamper schools' ability to offer needed academic programs and before- and after-school assistance.
- There are inadequate resources for unsatisfactory and below average schools (funding and staff).
- A teacher supply (quantity and quality) shortage continues to hamper education reform. No Child Left Behind mandates additional requirements for teachers and paraprofessionals that went into effect in the 2002–03 school year for new hires and must be met by 2005–06 by existing employees.
- Inadequate textbooks—the result of long-standing problems in the replacement cycle—contribute to a lack of instructional alignment with current academic standards.
- Education is moving to CD-ROM and Web-based training and reporting in order to meet current needs more efficiently and economically, but technology and technical personnel are required and funding has been reduced significantly. The additional data collection and analysis required by the No Child Left Behind Act have the potential to overwhelm the current systems in the districts and the SDE's ability to do research, to develop data for the Education Accountability Act and federal report cards, and to provide proper monitoring of performance.
- Federal funding of some key programs in ongoing reform areas (e.g., School-to-Work) is declining and, in some cases, ending.
- The SDE's inability to pay competitive salaries to attract and retain quality employees impacts on this agency's growing responsibilities.

MAJOR ACHIEVEMENTS FROM THE PAST YEAR

In FY 2002, significant progress was made toward realizing our vision of a system of public education through which all students will become educated, responsible, and contributing citizens. These highlights demonstrate both gains in student performance and the SDE's intensive use of strategic planning models to strengthen its leadership and service roles:

- First-graders set a sixth consecutive record on school readiness tests, and the greatest gains were made by minority students and students from low-income families. More than 86 percent of first graders met the state's readiness standard—an improvement of 14.5 percentage points from 1995, the year before the state began a three-year phase-in of full-day kindergarten.
- Fifth-, eighth-, and eleventh-grade students (the national sample population) scored above the national average in reading, language, and mathematics on the nationally standardized TerraNova tests.
- PACT (Palmetto Achievement Challenge Tests) spring 2002 test results are projected to show significant improvement.
- High school seniors' average SAT scores rose by 7 points, while the national score remained flat. The national average has risen only three points the past four years, while South Carolina's 30-point improvement is tops in the nation.
- The number of National Board–certified teachers statewide increased to 1,291—up from 370 the previous year. Only two states, North Carolina and Florida, had more candidates complete the rigorous selection process.
- Three-quarters of South Carolina's approximately 1,100 schools received absolute ratings of excellent, good, or average on the state's first school report cards, issued as part of the Education Accountability Act. Only 6.3 percent received ratings of unsatisfactory.
- A record number of visitors viewed 500,000 pages of public school report card data on the South Carolina Department of Education's Web site in the twenty-four hours after the information was released. The Web site averaged six visits per second to a new page during a twenty-four-hour period.
- Nearly three hundred schools received Palmetto Gold or Silver awards, which were created to honor schools that make dramatic student academic improvement as measured by the school report cards.
- *Quality Counts 2002*, a national education report card, gave South Carolina's efforts to improve teacher quality the third-highest overall mark and ranked the state as eleventh best for raising academic standards. The report gave the state's teacher quality improvements an 84— up two points from last year and only four points below the highest score of 88 for North Carolina. That numerical score gave South Carolina a grade of B. *Quality Counts 2002* also gave South Carolina a grade of a B+ for its efforts to raise standards and accountability. The state maintained its numerical score of 87 from last year. Maryland had the highest score in this category again this year with a 98.

- *Technology Counts 2002*, another national report card, gave South Carolina high marks. The report states that our students have better access to computers and the Internet than most of their counterparts across the nation. One instructional multimedia computer is available for every six students in South Carolina schools, compared to the national ratio of one computer for every seven students. South Carolina's ratio stays the same for its high-poverty schools, but for such schools nationally, the ratio jumps to eight-to-one.
- The SDE's Web site—which features a wealth of information for educators, parents, students, and citizens—received an average of 17,000 visits per day, which is substantially more than the 500 visits per day recorded seven years ago.
- Horry County's Academy for the Arts, Science, and Technology was one of only 172 middle and high schools named as National Blue Ribbon winners for the 2001–02 school year. The National Blue Ribbon Schools program honors excellence in leadership, teaching, curriculum, student achievement, and parental involvement.
- The number of school crime incidents in South Carolina schools decreased in the 2001–02 school year for the first time in a decade, and handgun and firearm violations fell to their lowest levels since data collections began.
- More than one hundred principals and superintendents graduated from the CP&L School Leadership Executive Institute, a rigorous two-year leadership program designed to provide school administrators with the kind of specialized training that is made available to top business executives.
- South Carolina has the eighth-best testing program in the nation, according to the ranking of state accountability systems that appears in *Testing the Testers 2002: An Annual Ranking of State Accountability Systems*, published by the Princeton Review. North Carolina is ranked first, followed by Texas and New York.
- David Bomar, the assistant principal at Cowpens Middle School in Spartanburg District Three, was honored as the National Assistant Principal of the Year.
- Sharon Buddin, principal of Ridge View High School in Richland District Two, was honored as the National High School Principal of the Year.

SECTION II: BUSINESS OVERVIEW

EMPLOYEES AND OPERATING LOCATIONS

The entire South Carolina public school system consists of more than 86,000 employees located in 1,100 schools within 85 school districts. The SDE, located in Columbia in the Rutledge Building at 1429 Senate Street and in nearby facilities, has 473 staff members. An additional 446 staff work in 46 school bus maintenance shops or multiple-maintenance rebuild facilities located throughout the state. The following table provides both a current and a historical summary of full-time equivalency (FTE) authorization for the SDE:

YEAR	AGENCY STATE FTE	AGENCY EIA FTE	AGENCY FED/OTHER FTE	AGENCY TOTAL FTE	OTHER ENTITY STATE FTE	OTHER ENTITY FED/OTHER FTE	OTHER ENTITY TOTAL FTE	TOTAL STATE FTE	TOTAL EIA FTE	TOTAL FED/ OTHER FTE	TOTAL FTE
1991	886	81	198	1,165	23	1	24	909	81	199	1,189
1992	821	71	196	1,088	24	1	25	845	71	197	1,113
1993	819	71	191	1,081	24	1	25	843	71	192	1,106
1994	775	72	201	1,048	24	1	25	799	72	202	1,073
1995	775	72	201	1,048	25	1	26	800	71	202	1,074
1996	775	72	201	1,048	25	1	26	800	72	202	1,074
1997	750	58	162	970	25	1	26	775	58	163	996
1998	732	57	141	930	39	1	40	771	57	142	970
1999	731	54	130	915	85	1	86	816	54	131	1,001
2000	743	55	124	922	100	3	103	843	55	127	1,025
2001	768	64	138	970	108	13	121	876	64	151	1,091
2002	772	77	147	996	108	13	121	880	77	160	1,117
Change 1991– 2002	-114	-4	-51	-169	+85	+12	+97	-29	-4	-39	-72

Note: The “Other Entity” designation includes the Governor’s School for Math and Science, the Governor’s School for Arts and Humanities, and First Steps.

The following table shows FY 2002 FTE authorization, excluding “Other Entity” FTE authorization, by bus shop and non-bus shop:

Bus Shop FTEs	Non-Bus Shop FTEs	Total FTEs
460	536	996

The following table shows total agency employees, excluding “Other Entity” employees, by transportation system support and non-transportation system support:

Transportation System Support Employees	Non-Transportation System Support Employees	Total Employees
462	457	919

The SDE’s primary operations are conducted in the Rutledge Building in Columbia. School bus maintenance operations are conducted at shops and maintenance facilities strategically located to serve all public schools throughout the state.

EXPENDITURES AND APPROPRIATIONS

The following tables provide expenditures and appropriations for the years listed for the SDE, the Governor's School for Math and Science, the Governor's School for Arts and Humanities, and First Steps:

	2000–01 Actual Expenditures		2001–02 Actual Expenditures		2002–03 State Appropriation Act	
Major Budget Categories	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$41,271,847	\$31,023,957	\$41,685,998	\$30,355,037	\$41,096,282	\$29,149,723
Other Operating	111,458,598	79,318,649	95,715,764	80,209,104	93,888,258	66,686,511
Special Items	63,322,431	53,433,170	150,721,630	77,414,167	154,428,649	115,001,897
Permanent Improvements	4,634,935	1,200,000	8,350,796	0	0	0
Case Services	0	0	0	0	15,000	0
Distributions to Subdivisions	2,548,071,045	1,699,303,075	2,770,556,489	1,647,551,195	2,573,622,784	1,670,038,326
Fringe Benefits	13,150,682	10,670,587	14,452,544	11,388,155	12,034,024	9,101,277
Nonrecurring	0	0	0	0	28,705,268	28,705,268
TOTAL	\$2,781,909,538	\$1,874,949,438	\$3,081,483,221	\$1,846,917,658	\$2,903,790,265	\$1,918,683,002

Other Expenditures

(Bond expenditures for 2001–02 are reflected in the above 2001–02 totals.)

Sources of Funds	2000–01 Actual Expenditures	2001–02 Actual Expenditures
Supplemental Bills	\$29,601,408	\$0
Capital Reserve Funds	\$20,596,423	\$0
Bonds	\$245,247,685	\$215,470,470

KEY CUSTOMERS

The primary and most important customers of the public school system and the SDE are students. However, in truth, these customers are diverse and many. They are categorized as internal and external and are identified as part of our strategic planning process. The internal customers include the State Superintendent of Education; the State Board of Education; and the SDE's administrative, professional, clerical, and trades staff. External customers include teachers, administrators, school districts, other professional staff, and support staff in schools; parents, the business community, and the general public; state government personnel and the General Assembly; professional organizations and special interest groups; the news media; and state universities, public colleges, private colleges, and technical colleges. More information on key customers is provided below, in Section III, Category 3—Customer Focus.

KEY SUPPLIERS

Suppliers of the state system and the SDE are also diverse and many. Parents and families supply students; higher education supplies teachers and training for teachers; bus manufacturers supply buses; textbook publishers supply textbooks and instructional materials; testing companies supply and score assessment instruments. As are our customers, our internal and external suppliers are identified in our strategic planning process. The internal suppliers include the State Superintendent of Education, the State Board of Education, and the SDE staff. External suppliers include not only those mentioned above but also state government personnel and the General Assembly; teachers, administrators, school districts, and other professional staff; and state universities, public colleges, private colleges, and technical schools.

MAJOR PRODUCTS AND SERVICES

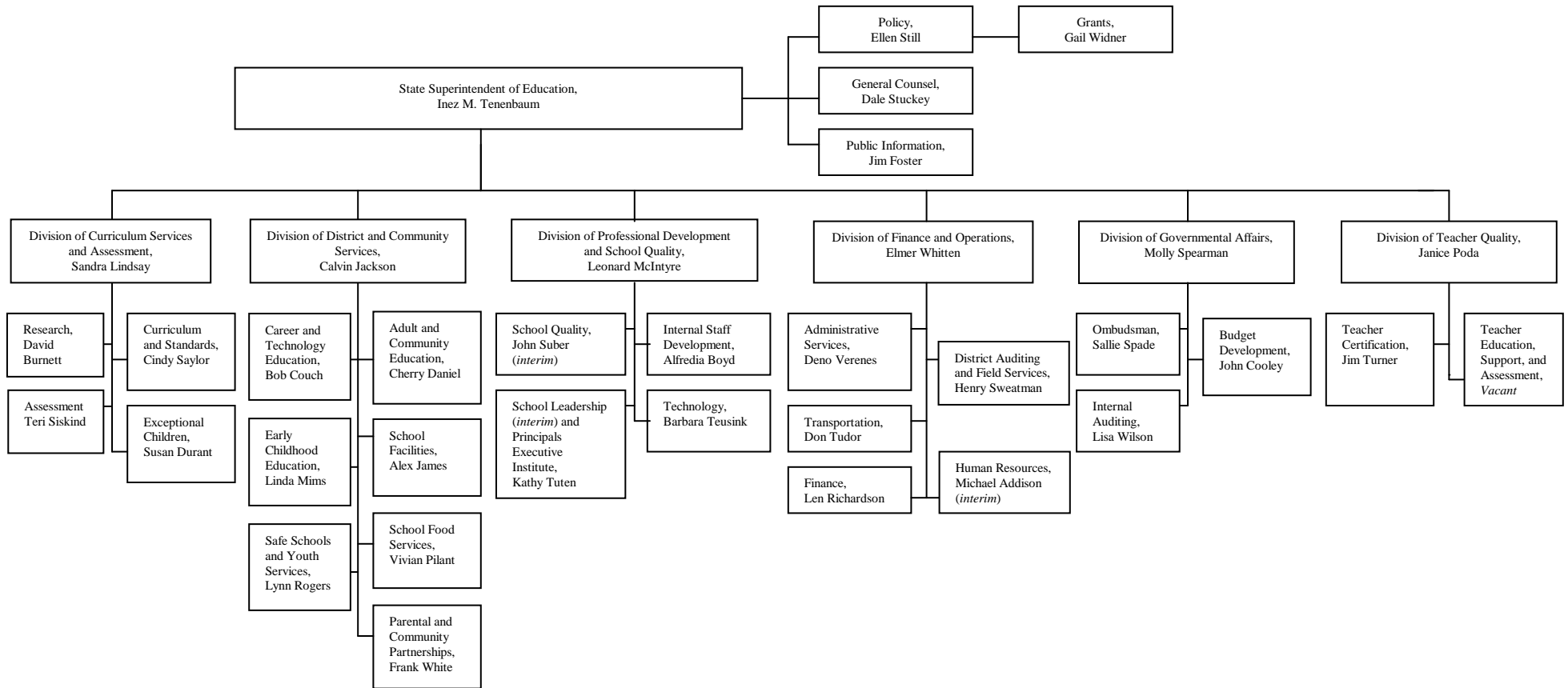
The system's end product is an educated, responsible, and contributing citizenry. Our core business is education—bringing students, teachers, and information together to instill knowledge and to encourage the proper application of that knowledge. The SDE's products are leadership and services delivered to school districts and their staff members who assist in the development of teaching and learning programs so that students will become educated, responsible, and contributing citizens. We provide a number of products and services to accomplish this end, including purpose, direction, and motivation; monitoring and technical assistance; transportation; instructional material; testing materials; and financial resources.

ORGANIZATIONAL STRUCTURE

The SDE is organized under the State Superintendent of Education, who is a constitutional officer of the state. The State Superintendent also serves as secretary to the State Board of Education. Six deputy superintendents, one executive assistant, and twenty-nine directors administratively carry out the mission of the agency.

The chart on the following page graphically displays our organizational structure.

South Carolina Department of Education



SECTION III: MALCOLM BALDRIGE AWARD CRITERIA

CATEGORY 1—LEADERSHIP

You do not lead by hitting people over the head—that's assault, not leadership.

—Dwight D. Eisenhower

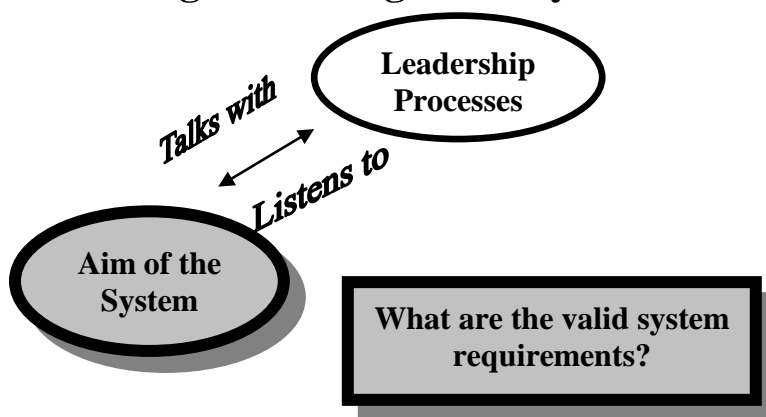
1.1.a How do senior leaders set, deploy and communicate short and long term direction?

The SDE senior leadership team consists of the State Superintendent of Education, the executive assistant to the State Superintendent, and the deputy superintendents, who lead the divisions of Curriculum Services and Assessment, Professional Development and School Quality, District and Community Services, Teacher Quality, Finance and Operations, and Governmental Affairs. The leadership team sets, deploys, and communicates short- and long-term direction based on the SDE's strategic plan. The senior leadership team is actively involved in guiding the organization by setting, deploying, and communicating strategic aims, strategic performance goals, and short- and long-term objectives and by monitoring operational action plans. Our middle management leadership team consists of the office directors in the divisions. Directors work with deputy superintendents to effectively communicate, implement, and reinforce the senior leadership's strategic direction and to formulate operational objectives and action plans, policies, and practices to ensure high expectations clear direction, and accomplishment of objectives. The Aligned Management System provides the SDE leadership's operating framework.

1.1.b How do senior leaders set, deploy and communicate performance expectations?

Performance expectations are set, deployed, and communicated as part of SDE's strategic planning process. The SDE's strategic aims, strategic performance goals, and short- and long-term objectives form the basis of performance expectations. These expectations are communicated by the senior leadership team to SDE staff and stakeholder and customer groups through a variety of methods. The primary method is our published strategic plan and constant communication internally and externally. Internally, our middle management leadership team provides continuing focus on performance expectations, assessment against those expectations, and appropriate feedback to SDE staff. Externally, constant dialogue is maintained through various public forums and frequent meetings.

Aligned Management System



- 1.1.c How do senior leaders set, deploy and communicate organizational values?
1.1.f How do senior leaders set, deploy and communicate ethical behavior?

The leadership team is responsible for communicating and modeling our organizational values, which form the basis for standards of ethical behavior. Our values and standards of ethical behavior are consistently articulated both inside and outside the organization. These values provide the underlying foundation for our culture of high performance. Our personal values include respect, trust, service, integrity, honesty, accountability, and responsibility. Our organizational values include leadership, customer focus, results orientation, responsibility and citizenship, partnership development, management by fact, long-range outlook, designing in quality, fast response, employee participation, continuous improvement, teamwork, open communication, and recognition. The SDE promotes ethical behavior by keeping its staff informed of expectations and standards, conducting briefings on legal and ethical issues, providing EPMS (Employee Performance Management System) counseling, and offering counseling to employees who have breached ethical standards.

- 1.1.d How do senior leaders set, deploy and communicate empowerment and innovation?

Our employees are empowered and innovation is fostered through the leadership climate. SDE leadership establishes key goals and objectives and provides guidance. Within this framework, our employees are permitted to determine the methods by which goals and objectives are accomplished. Employees are challenged to seek out innovative methods and solutions to the challenges faced by the education system and the SDE.

- 1.1.e How do senior leaders set, deploy and communicate organizational and employee learning?

Organizational and individual learning is promoted for all employees through extensive internal and external learning opportunities. Our Office of Internal Staff Development facilitates internal and external training opportunities for all employees. In addition, all employees are encouraged not only to participate in internal training that enhances personal, organizational, and professional development but also to attend conferences and job-related workshops. For example, all deputy superintendents and directors participated in organizational and personal training with the Center for Creative Leadership that involved team evaluation and 360-degree evaluation by superiors, peers, and subordinates. In addition, all employees were provided a two-day training session on the Baldrige Quality Criteria and the Aligned Management System, conducted by the Andrews Group.

- 1.2 How do senior leaders establish and promote a focus on customers?

Leadership establishes and promotes a focus on customers through constant contact with key customers. Senior leaders meet with customers on a regular basis to determine progress and needs. The State Superintendent and senior staff meet regularly with district superintendents and the leadership teams from the seven school districts participating in the Baldrige collaborative effort. Promotion of customer focus is inherent in the implementation of our mission to “provide leadership and services.” The focus is concentrated on providing service to the customer rather than on monitoring the customer. An example of customer focus is the fact that the SDE maintains an ombudsman and a toll-free number to assist the public.

1.3 What key performance measures are regularly reviewed by your senior leaders?

The following are the key strategic performance measures used by the SDE to determine if we are making progress toward our vision and the accomplishment of our mission:

- student performance and academic progress as measured by multiple tests,
- school readiness data,
- teacher quality statistics (test scores, evaluation results, out-of-field permits, National Board–certified teachers),
- district and school report card results,
- infrastructure measures (school facilities, transportation, textbooks, food service),
- crime report statistics,
- ratings of the education system by professional external organizations,
- leadership measures (unsatisfactory and below average schools and districts),
- customer and stakeholder surveys (educators, special interest groups, parents of students, and the general public), and
- human resource statistics (attrition, average years with agency, employee survey).

1.4 How do senior leaders use organizational performance review findings and employee feedback to improve their own leadership effectiveness and the effectiveness of management throughout the organization?

The leadership team uses organizational performance review findings and employee feedback to improve its own leadership effectiveness and the effectiveness of management throughout the SDE. For example, all members of the leadership team participated in leadership development activities sponsored by the Center for Creative Leadership that included a 360-degree feedback and a team assessment of management.

The use of the Employee Performance Management System (EPMS) has established a two-way communication system between managers and employees within the organization. Job tasks are discussed, clarified, measured, and changed to meet our mission statement. Our senior leaders act on feedback from their employees. In senior staff meetings, feedback is discussed and acted upon as needed to enhance our efficiency and effectiveness. Senior managers in turn give feedback to their employees so that they know the *how* and the *why* of the organization and its mission.

1.5 How does the organization address the current and potential impact on the public of its products, programs, services, facilities and operations, including associated risks?

The SDE address the current and potential impact on the public of its products, programs, services, facilities, and operations, including associated risks, through a systematic and logical analysis. Senior leadership—as part of the course of action development and the recommendation process assesses—all current and potential strategic actions. Risk assessments are performed as part of this process. For example, SDE will conduct public hearings before recommending a uniform school start date as directed by the South Carolina General Assembly.

1.6 How does senior leadership set and communicate key organizational priorities for improvement?

SDE senior leadership works with the executive and legislative branches of state government to convey a bipartisan spirit to improve the education system. We actively communicate the needs of our students, schools, and districts to the General Assembly. We work with specific districts for common alignment of strategic aims and goals. In addition, we continually interact with school district administrators and teachers, providing two-way communications for improvement. The SDE's strong relationship with school and district administrators, teachers, parents, public and private businesses, our elected officials, and the general public has contributed to the continuous improvement of the public education system.

1.7 How does senior leadership and the agency actively support and strengthen the community? Include how you identify and determine areas of emphasis.

SDE leadership and employees recognize their responsibility for good citizenship and community involvement. Our areas of primary interest are education related. For example, we participate in the Lunch Buddies program with Richland School District One, and we strongly support the annual school supply drive sponsored by Cooperative Ministry. Both of these efforts provide support for selected children to enhance their potential for success in school. Internally, the Employee Activity Committee supports a number of worthy activities to enhance internal employee involvement and participation. Our employees are involved in a number of civic, social, charitable, and faith-based organizations that support local communities. Employees voluntarily give their time, effort, and money to a variety of worthwhile organizations that benefit the community. They serve the local community as well as the nation in organizations including the Red Cross; the National Guard and Army Reserve; the Boy Scouts, Girl Scouts, and Explorer Scouts; and local churches and temples. They contribute to the United Way campaign, walks for cancer and diabetes, and the March of Dimes. During the 2000–01 United Way campaign, the SDE increased its total contributions by 20 percent and participation by 24 percent, thereby earning a certificate of merit from the United Way.

CATEGORY 2—STRATEGIC PLANNING

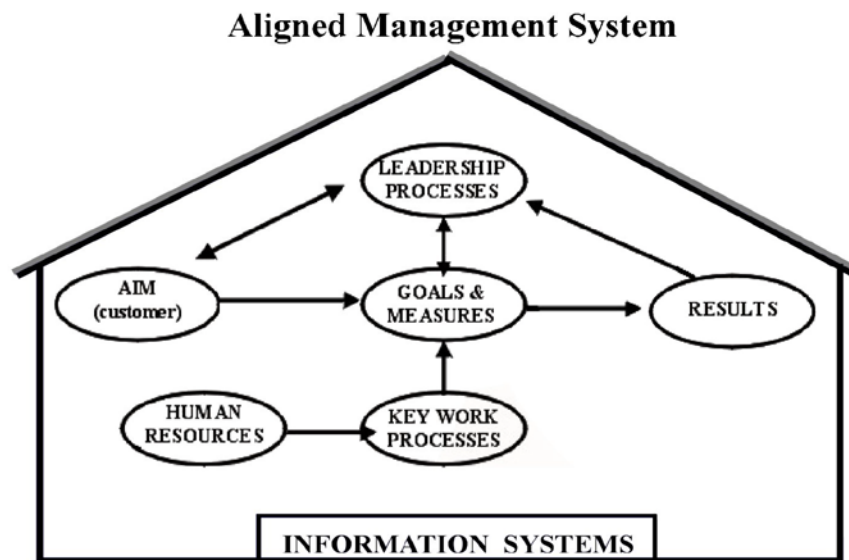
Strategic planning does not deal with future decisions. It deals with the futurity of present decisions. What we have to do today is to be ready for an uncertain tomorrow.

—Peter Drucker

2.1 What is your Strategic Planning process including participants?

Upon assuming the role of State Superintendent of Education in 1999, Inez Moore Tenenbaum commissioned an extensive study of the education climate, culture, and environment of South Carolina. The firm Management, Analysis, and Planning (MAP), of Davis, California, conducted the study that provided our starting point for strategic planning. This nearly two-hundred-page report gave us great insight both into the circumstances producing the current education situation and into customer identification and expectations and provided the general direction for our strategic planning efforts.

Armed with information from the MAP study, we adopted as our strategic planning model the Aligned Management System, a Baldrige-type approach to strategic planning and operations. This graphic displays this model:



Such a structure provides for a logical relationship among all elements and affords a framework for strategic planning, the development of strategic goals and measures, the alignment of activities, and the monitoring of results. The desired end is a high-performing SDE. The components of the system are as follows:

- A. **Leadership** is responsible at all levels of the SDE for promoting alignment and core values and sharing with internal and external stakeholders the progress on the aim/goal and the measures/results.
- B. **Aim** is the strategic purpose as determined by the voice of the customers and by leadership's filtering process.

- C. Aim is translated by the SDE into **goals and measures**. These become the stated deliverables for which the SDE holds itself accountable.
- D. **Results** are the degree to which the SDE has been successful in accomplishing its goals and the measure as to whether or not it has produced the stated deliverables.
- E. The SDE established its **strategic plan** by forging a clear link between the customer and planning at all levels within the agency.
- F. **Key work processes** are the methods, programs, and services the SDE uses to produce its stated goals (deliverables). Data are regularly collected on processes for guidance or improvement of the processes.
- G. **Human resources** (staff development, recognition programs, and employee well-being) are aligned with processes.
- H. **Information systems** are the data collected throughout the system on benchmarks, results, and all the other components of the system.

2.1.a What is your Strategic Planning process, including participants, and how does it account for customer needs and expectations?

Our strategic plan is guided by input from a variety of sources that include the Governor, the General Assembly, educators, students, professional organizations, the general public, and other groups internal and external to the SDE. These constituents, stakeholders, and customers serve as links for identifying, documenting, and articulating concerns regarding the implementation and operation of educational programs and the performance of the SDE. A continuous line of communication exists between the SDE and customers for the free flow of needs and expectations.

2.1.b What is your Strategic Planning process, including participants, and how does it account for financial, societal and other risks?

As part of the strategic process, SDE leadership assesses environmental factors with regard to barriers, obstacles, threats, and risks. The assessment includes the analysis of financial, societal, and political risks. Financial risks stem from dependence on appropriations and from the volatility of state revenues. Societal risks stem from the reactions of the public to the conduct of the SDE and the leaders of the education system. Political risks are inherent in the strategic environment of state government and in the actions of elected leaders. For all contemplated strategic actions, a systematic and logical risk assessment is performed to determine both the most probable and the unintended consequences. Once possible sources of risk are identified, selected actions are shaped into a single course of action that will minimize or reduce the financial, societal, and political risks.

The use and deployment of the Baldrige criteria allows us to develop budget objectives to support action plans that address the strategic goals and objectives. Funding is provided for activities and action plans that will lead to the achievement of goals and objectives.

2.1.c What is your Strategic Planning process, including participants, and how does it account for human resource capabilities and needs?

Execution of strategic and operational plans normally requires various resources. One of the most important is human resources. Potential strategic actions are constrained by available human resources and the capabilities and skills of these resources. Senior and operational leaders assess human resource needs. In addition, open communication exists between leadership and employees for the purpose of allowing employees to express their perceived needs. When shortcomings are identified as part of the strategic planning process, actions are taken to improve human resources, or contemplated plans are modified.

2.1.d What is your Strategic Planning process, including participants, and how does it account for operational capabilities and needs?

Strategic planning yields the operational concepts or the *how* of executing plans to achieve goals and objectives. Leadership assesses potential strategic and operational courses of action based on current and potential operational capabilities. If current or future capacity and capabilities are insufficient for a desired course of action, steps are taken to increase or improve capabilities, or the course of action is modification to conform to capabilities.

2.1.e What is your Strategic Planning process, including participants, and how does it account for supplier/contractor/partner capabilities and needs?

The SDE considers supplier/contractor/partner capabilities and needs as part of the strategic process. Potential courses of action are analyzed and decisions made with these considerations in mind. Operational capabilities and needs are accounted for primarily by the support functions of SDE.

2.2 How do you develop and track action plans that address your key strategic objectives?

Action plans that support strategic goals and objectives are developed at the operational level. The leadership team monitors the development of these plans to ensure adequacy, feasibility, and acceptability. Middle and senior leadership hold monthly meetings to review the status of operational action plans. The State Superintendent meets individually with each deputy on a monthly basis and reviews the progress of operational action plans that address key strategic goals and objectives. Starting in 2003, the SDE leadership team will develop and utilize a standardized template and meet monthly to review action plans and performance measures.

2.3 How do you communicate and deploy your strategic objectives, action plans and performance measures?

Strategic objectives, action plans, and performance measures are communicated and deployed by the leadership team through a variety of methods that include meetings and training sessions for all SDE personnel as well as for entire divisions and offices. All employees have access to the SDE's strategic plan. Frequent updates on results against performance measures are provided through e-mails. The State Superintendent also conducts periodic agency meetings to inform and update all employees on the progress toward achieving strategic goals and objectives and to solicit feedback from employees.

CATEGORY 3—CUSTOMER FOCUS

Promise only what you can deliver and try to deliver more than you promise.

—author unknown

3.1 Identify key customers and stakeholders.

The previously referenced MAP study yielded a wealth of information on SDE customer needs and expectations. It helped to clarify the system's and the SDE's specific external customers and stakeholders and served as the foundation for integrating customer focus into the strategic planning process. The SDE's customer base includes teachers, administrators, school districts, other professional staff, and support staff in schools; students and parents; state universities, public colleges, private colleges, and technical schools; other state agencies including the Commission on Higher Education and the General Assembly; professional organizations and special interest groups; the news media; and the general public.

3.2 How do you determine who your customers are and what their key requirements are?

The SDE's external customers are people or groups of people who receive or use the goods we produce and/or the services we provide or whose success or satisfaction depends on our actions. Stakeholders are people or groups of people with a vested interest in the actions we might be considering. The end customers of both the system and the SDE are students. It is ultimately their long-term satisfaction with the education provided to them that will determine our success.

3.3 How do you keep your listening and learning methods current with changing customer/business needs?

The State Superintendent holds bimonthly meetings throughout the year to receive input from district superintendents and district officials. The discussion-based agenda allows for clearer understanding of how policies are being implemented. In addition, the State Superintendent and the SDE senior leadership team participate in frequent meetings with customer and stakeholder organizations such as the South Carolina Association of School Administrators, the South Carolina School Boards Association, the South Carolina Education Association, the Palmetto State Teacher's Association, school improvement councils, the deans of college teacher-education programs, local school boards, and parent-teacher organizations.

3.4 How do you use information from customers/stakeholders to improve services or programs?

Many of the processes used to determine customer needs and expectations rely on the results of surveys. Therefore, the method for improving these processes is continually to evaluate and examine the reliability of the survey instruments and the accuracy of survey results and then to improve the methods of analyzing the results. Personnel in each SDE office who perform the analysis of their survey results take notes on how the survey could be changed to improve the reliability of feedback received. Key changes in survey results are indicators of changes in customer needs and expectations and help us assess how effective we are at anticipating particular issues or changes in educational trends. All stakeholders are given the opportunity to suggest improvements in services and procedures either through conversations or in writing.

SDE customer focus is driven in part by federal regulations, state statutes, legislative mandates, State Superintendent directives, and the State Board of Education regulations. These governing entities create customer needs for technical assistance. The SDE uses both formal and informal means to identify the short- and long-term requirements and expectations of its customers. Constant feedback is obtained so that action plans can be updated, appropriate training services can be designed, specific technical assistance can be provided, and new products and procedures can be developed to improve learning and educational opportunities.

3.5 How do you measure customer/stakeholder satisfaction?

We use several measures to determine customer satisfaction with our services. Since these services range widely—from on-site classroom instructional assistance to the purchase and maintenance of school buses, for example—the measurements of customer satisfaction must also span a wide range. Likewise, the improvement and evaluation of the measures are relative to the services provided and the customers served. As a public agency, we are measured each year by elected officials, who determine the final priority for funding. Private citizens communicate with these elected officials and the SDE on how we are doing our job. The willingness of private businesses to locate in our state is partly determined by the quality of education that will be provided to their employees' children. The economic expansion in South Carolina is a measure of satisfaction with public education. But most important measure comes through the SDE's constant interaction with and feedback from school districts throughout the state.

3.6 How do you build positive relationships with customers and stakeholders? Indicate any key distinctions between different customer groups.

Customer focus and satisfaction is one of the core values of the Aligned Management System. It serves as the foundation for our continuous improvement efforts and includes all attributes that contribute to improved customer satisfaction. Our customer relationships are developed based on trust, confidence, and loyalty as well as sensitivity to emerging customer requirements and measurements of customer satisfaction factors.

An example of our customer focus is that we have significantly improved services for a major customer base, teachers. The Office of Teacher Certification reduced the time required for teachers to obtain a certificate from an average of three months to an average of twenty days. In addition, the number of applicant visits to the Office of Teacher Certification in Columbia was reduced from 18,227 in FY 2000 to 5,483 in FY 2002. We accomplished this reduction by establishing a convenient twenty-four-hour-access Web site at <<http://www.scteachers.org>>, which allows over 136,000 teachers to have immediate access to their certification records and additional pertinent information. This system has provided more timely service to teachers, reduced the number of personal visits to the office, and improved customer satisfaction.

CATEGORY 4—INFORMATION AND ANALYSIS

Without reliable data, you are just another person with an opinion!

—author unknown

4.1 How do you decide which operations, processes and systems to measure?

Information and analysis are driven by our strategic plan. All data/information analysis flows from our vision of a system of public education where all students will become educated, responsible, and contributing citizens. For each strategic aim there are multiple strategic goals. Each of these goals has supporting objectives. Both the goals and the objectives have related performance measures. Key operations and processes that have strategic implications for mission accomplishment are selected for measurement. Then, the information that supports the measures and gives indication of progress toward goal and objective achievement is selected for collection. In those cases where information for measuring a specific operation or process is not readily available, a cost-benefit analysis is performed. State, federal, and legislative mandates also determine many of the SDE operations and processes that are measured. Key customer segments and users of our data also drive the operations and processes that are selected for measurement. For example, the Education Oversight Committee (EOC) and the performance measures established for the school and district report cards have determined data/information selection and analysis. Finally, public interest determines additional processes, operations, and systems that are measured.

4.2 How do you ensure data quality, reliability, completeness and availability for decision making?

Our data quality, reliability, and completeness are enhanced through detailed instructions to providers, consistent definitions, and data collection methods. Validity checks are performed to verify the accuracy of data elements. Much of the data used for key decision making originates at the individual level (student, employee, customer). For example in the case of student data, the individual student will generate data in the form of test results. These data are then aggregated at the class, school, district, and state levels. At each level, checks for quality, reliability, and completeness are performed. Significant verifications are performed at the district and state levels. In some cases, outside vendors perform reviews. Upon validation at the state level, information is returned to individual districts and schools for verification. For example, the data/information quality, reliability, completeness, and availability requirements for the school and district report cards are spelled out as part of a 135-page accountability manual published by the EOC.

4.3 How do you use data/information analysis to provide effective support for decision making?

Management by fact is a key organizational value of the Aligned Management System. We attempt to make all our decisions on the basis of facts. Data/information analysis is used by SDE leadership to verify, support, or adjust our strategic plan. In addition, we provide this information to the executive and legislative branches of state government to assist in their decision-making process. Our goal is well-informed decision makers.

An example of the use of data analysis to support decision making centers in report card data and the evaluation of school and district performance. On the basis of this data/information analysis,

assistance is provided to below average and unsatisfactory schools and districts. Decisions and recommendations are made involving targeted assistance and the deployment of state education resources such as the placement of teacher specialists. In addition, report card information is used to reward schools for high and/or improving performance.

Another example of the use of data/information analysis to provide support for decision making centers in In\$ite™ data. In\$ite™ is an expenditure (cost) accounting system that permits analysis of expenditure data/information at the school, district, and state levels. Expenditure analysis is available in a user-friendly display by five major functions, fifteen subfunctions, and thirty-three detail function categories. This tool permits analysis of financial resources and their application.

Equally important to past and present performance is predictive performance. We use data/information analysis and resulting measures to focus on future success. For example, future teacher supply will have a significant impact on education in South Carolina. It is a strategic predictive measure. The Division of Teacher Quality analyzes data/information impacting this strategic goal. Teacher attrition rates, college graduation rates for teachers, in-state and out-of-state teacher supply, and alternative routes to certification are examples of predictive data/information analysis leading to predictive measures. This information is then used by decision makers to determine strategies to ensure an adequate supply of competent and caring teachers for South Carolina in the future. Another example involves the bus transportation system: data/information analysis of bus fleet mileage, age, maintenance, and current replacement cycle is predictive of future success or difficulties for the safe and efficient transportation of our state's children.

4.4 How do you select and use comparative data and information?

Comparative data/information analysis is employed in a number of instances. For example, comparative data and information is used to assess our education system's progress against that of the education systems in surrounding states and in the nation. We acknowledge that adjacent states are one group of South Carolina's major competitors for key education and economic resources. Because we compete with other states for teachers, we need to compare and track teacher salaries against national and Southeast-state data. Another example of comparative data/information is student performance based on race, ethnicity, sex, and economic status. This comparative analysis is done to measure the progress toward the objective of reducing the achievement gap among the varied student population segments. We also use comparative data analysis of our own performance over time to identify areas of progress and improvement.

CATEGORY 5—HUMAN RESOURCES

Tell me and I'll forget; show me and I may remember; involve me and I'll understand.

—Chinese proverb

5.1 How do you and your managers/supervisors encourage and motivate employees (formally and/or informally) to develop and utilize their full potential?

Our leadership team encourages and motivates employees to develop and utilize their full potential through multiple means. Through the EPMS, supervisors communicate job expectations for employees to maximize their knowledge and skills. This formal process also requires a review of each employee's job description to ensure accuracy. Employees are encouraged to participate in staff development activities and to attend additional training and education to realize their full level of ability. Flexible scheduling has allowed employees to attend school while still meeting their job requirements. Employees actively participate on different organizational committees, an experience that exposes them to the variety of the SDE's activities. Employees continually have their technology skills updated, expanding not only their own potential but also their worth to the agency.

5.2 How do you identify and address key developmental and training needs, including job skills training, performance excellence training, diversity training, management/leadership development, new employee orientation and safety training?

Employees provide our managers with feedback that identifies training needs. New technology has required training and new performance expectations. The number of promotions and additional job duties granted within the agency demonstrates the variety of development skills that our employees have acquired. The SDE has put diversity into reality by increasing minority representation within the agency. The SDE's score of 93.2 on affirmative action goal attainment ranked twelfth among sixty-three state agencies and fourth among thirty state agencies with five hundred or more employees. Today the SDE has a well-balanced workforce that represents the population of our state. All our employees have had training in the Malcolm Baldrige model so that the organization as a whole demonstrates continuous improvement in meeting the objectives in our mission statement. Staff development and training are an active part of the agency's day-to-day operation. All new employees go through a comprehensive orientation program. Safety training for safety-sensitive positions is conducted annually, with specific training being provided throughout the year as needed.

5.3 How does your employee performance management system, including feedback to and from employees, support high performance?

If employees are to attain high levels of performance, they first must understand the expectations of their supervisor and the requirements detailed in their respective position descriptions. The EPMS provides the means for these expectations and requirements to be communicated. In the planning stage the employee and supervisor first review the employee's position description for accuracy and understanding; at this time the position description can be updated or modified to ensure these two factors. The employee can now ask for the supervisor's expectation and can express his or her own expectations. Also during the planning stage the supervisor or the employee can recommend a performance objective that the employee can accomplish over the course of the rating period. By this

means, the employee can demonstrate performance that even exceeds the supervisor's expectation. In addition, the employee and the supervisor can meet to discuss progress at any time throughout the rating period. This process of active communication between supervisor and employee does support high performance.

5.4 What formal and/or informal assessment methods and measures do you use to determine employee well being, satisfaction, and motivation?
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The SDE utilizes multiple assessment methods and measures to determine employee well-being, satisfaction, and motivation. First, the EPMS requires feedback between management and the employee. The Employee Activity Committee, which is composed of employees from each division, meets monthly to address issues within the agency. Feedback is encouraged at the monthly division and directors meeting between management and employees. The Office of Human Resources has an open door policy whereby any employee with a concern can communicate that concern without reprisal. Only with the employee's approval will Human Resources communicate the concern to the appropriate authority. The SDE seeks and encourages feedback from employees at all levels within the organization at all times.

5.5 How do you maintain a safe and healthy work environment?
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The SDE maintains a safe and healthy work environment. Our facilities must comply with OHSA (Occupational Health and Safety Administration) standards and are reviewed on a periodical basis for compliance. The SDE has both the air quality and the water quality in the building tested. In addition, the Budget and Control Board has tested for asbestos. Each floor of the Rutledge Building has a safety officer and two assistant safety officers. The building has a fire plan, a bomb threat plan, and a Clean Indoor Air Act policy. Safety training is conducted yearly for safety-sensitive positions. Employees notify either the Office of Human Resources or Administrative Services if they identify any unsafe condition within their work environment.

5.6 What is the extent of your involvement in the community?
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The SDE's primary involvement in the community is focused on education support. For example, the SDE just completed collecting school materials that will be used for disadvantaged students who cannot buy school supplies. We have also participated in the Lunch Buddies program, where our employees go to local schools to have lunch with disadvantaged children.

The SDE is active in the United Way, the Good Health Appeal, and blood drives of the local community. Many employees are active in civic groups, faith organizations, school activities, and public and private professional organizations. Our employees participate in many local community activities as well. Currently we are taking part in the "Walk for Life," which supports breast cancer research.

CATEGORY 6—PROCESS MANAGEMENT

There is nothing so useless as doing with great efficiency that which should not be done at all.

—Peter Drucker

6.1 What are your key design and delivery processes for products/services, and how do you incorporate new technology, changing customer and mission-related requirements, into these design and delivery processes and systems?

Product and service design, production, and delivery processes differ greatly among the various public school systems and SDE operations. The most important system process is the learning process, which brings together students, their families and teachers, and information. The SDE's processes range from providing leadership and technical assistance to schools and districts to providing public education services such as support for teachers and teacher certification, transportation, school facilities plan and building approval, food service support, human resources, purchasing, and finance. Therefore, factors such as the nature and the type of the products and services, the technology requirements and limitations, customer and supplier relationships and involvement, and product and service customization impact our process management.

The design and delivery of our products and services are based primarily on the requirements of our customers. Through the SDE's performance of formal needs assessment, changes in customer needs and the impact of technology are incorporated into the design and delivery of our future products and services. This procedure is followed for services both internal and external to the SDE. In some cases, SDE product and service design, production, and delivery processes are determined by state law or legislative mandates. For example, the SDE strictly adheres to the state-established procurement code and the state-established human resource process.

6.2 How does your day-to-day operation of key production/delivery processes ensure meeting key performance requirements?

Our teams, work groups, and individual employees accomplish the day-to-day operation of key production/delivery processes. Therefore, their input is solicited for the creation of new processes and for the improvement of existing processes. Cross-functional teams are also employed to bring the widest range of disciplines into the design of products and services. The leadership team establishes key performance expectations and requirements and then communicates them to the cross-functional teams, work groups, and individual employees. Our goal is to obtain process management at the execution level and to achieve self-monitoring of processes at the work-unit level. Periodic reviews are performed by leadership to ensure that all processes are operating within upper and lower control levels.

Our day-to-day work with districts, schools, teachers, bus shop personnel, and other specialized local staff provide immediate and continuous feedback to the SDE. We constantly seek input from key suppliers, contractors, and partners in order to improve our processes. For example, a major component of the transportation system is the process of purchasing school buses. A subcomponent of this process is the school bus specification process. Through input and feedback from bus suppliers and vendors, it was determined that the current school bus specification process was neither

efficient nor effective. As a result of supplier input, a school bus specifications committee was established to bring major stakeholders together. SDE employees, General Assembly members, and school bus suppliers jointly modified the existing process, thereby improving performance in the process of determining school bus specifications.

6.3 What are your key support processes, and how do you improve and update these processes to achieve better performance?

Multiple key support processes help the SDE to achieve better performance across a wide range of activities. Key support processes to the SDE include the following:

- finance and accounting,
- human resources,
- research,
- information technology,
- general counsel and legal, and
- governmental relations.

Key support processes to the education system include the following:

- curriculum and assessment,
- district and community services,
- professional development and school quality,
- teacher services,
- food services,
- transportation, and
- technology.

These processes are periodically reviewed by the leadership team to determine adequacy and quality and to identify opportunities for improvement. Employees are empowered to identify and recommend improvements.

6.4 How do you manage and support your key supplier/contractor/partner interactions and processes to improve performance?

To improve organizational performance, the SDE manages key supplier/contractor/partner interactions based on the unique requirements of each product and/or service. The SDE's support functions provide the lead in management of key supplier/contractor interactions. Management and support of key supplier/contractor/partner interactions and processes to improve performance are primarily accomplished through maintaining healthy vendor relations. Suppliers and contractors must adhere to all state and federal procurement codes and regulations. SDE vendors are partners in our endeavors and are key to our success. SDE seeks long-term partnerships with suppliers and contractors in order to achieve cost-efficient operations.

CATEGORY 7—RESULTS

After all, the real measure of success for children who've spent 12 years in public school is that they're able to deal with life's vicissitudes with equilibrium and confidence as they grow older, not that they scored a combined 1208 on the SATs.

—Jonathan Walters, *Measuring Up*

7.1 What are your performance levels and trends for the key measures of customer satisfaction?

CUSTOMER SATISFACTION

Figure 7.1.1

Percentage of the State's Public and Private Student Population in the Public School System

Year	Public	Private	Total	Percentage of Public
1995	634,658	46,487	681,145	93.2%
1996	631,145	47,693	678,838	93.0%
1997	637,899	50,924	688,823	92.6%
1998	644,500	52,639	697,139	92.5%
1999	648,896	52,154	701,050	92.6%
2000	648,370	53,986	702,356	92.3%
2001	647,987	54,836	702,823	92.2%

Figure 7.1.2

Evaluations by Teachers, Students, and Parents, 2001–02 School Year—Preliminary Data

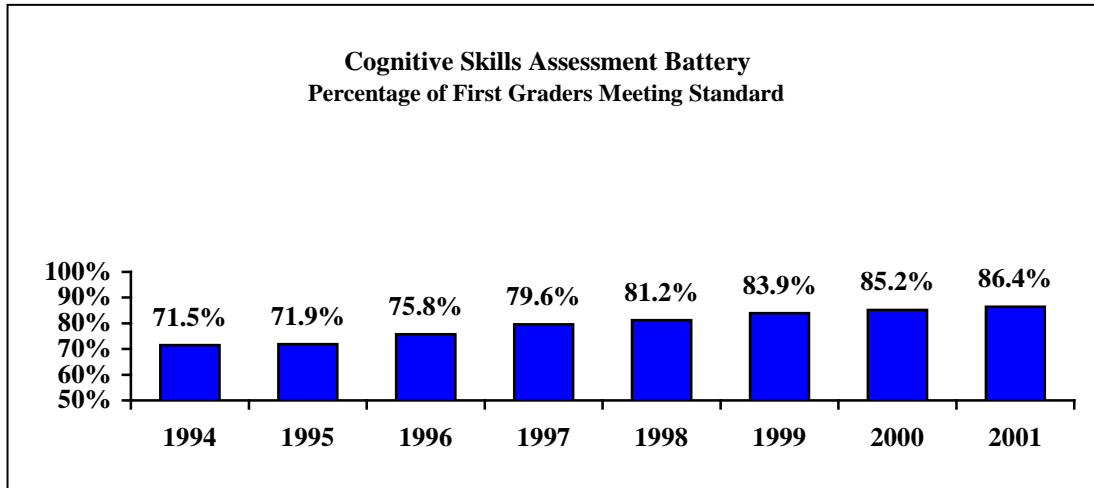
Response	Teachers	Students	Parents
Satisfied with learning environment	85.3%	75.6%	82.0%
Satisfied with social and physical environment	86.2%	78.5%	79.3%
Satisfied with home-school relations	69.0%	85.2%	70.5%

7.2 What are your performance levels and trends for the key measures of mission accomplishment?

MISSION ACCOMPLISHMENT

Each year a greater percentage of children enter the first grade ready to learn.

Figure 7.2.1



A large sample of South Carolina students score near or above the national average on the TerraNova, the nationally standardized test of reading, language, and mathematics skills used by South Carolina.

Figure 7.2.2

TerraNova Percentage of S.C. Students in Upper Half Category												
Grade	Reading			Language			Mathematics			TOTAL		
	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001
3	44.7			48.5			49.8			49.1		
4			47.8			43.1		51.4	58.4			50.5
5		48.2			51.1						50.0	
6	43.1			41.4			42.1			41.6		
7			45.8			59.4			54.7			53.9
8		52.3			49.5			52.0			51.5	
9	45.0			44.3			43.7			42.2		
10			59.6			59.5			62.4			59.1
11		57.1			56.7			52.9			55.9	

Students in grades three through eight show continuous improvement on the Palmetto Achievement Challenge Tests (PACT). Spring 2002 results will be announced in September 2002.

Figure 7.2.3
PACT English Language Arts 1999–2001
Percentage of Students Scoring Basic and Above

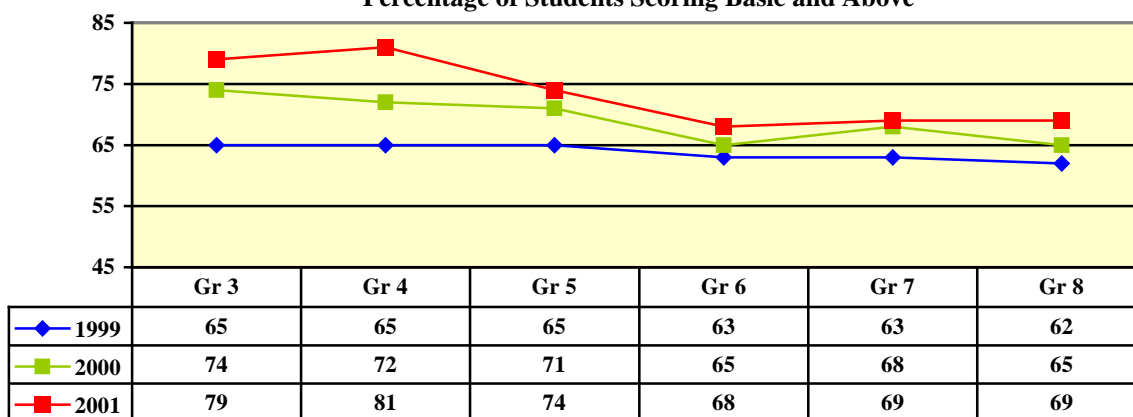
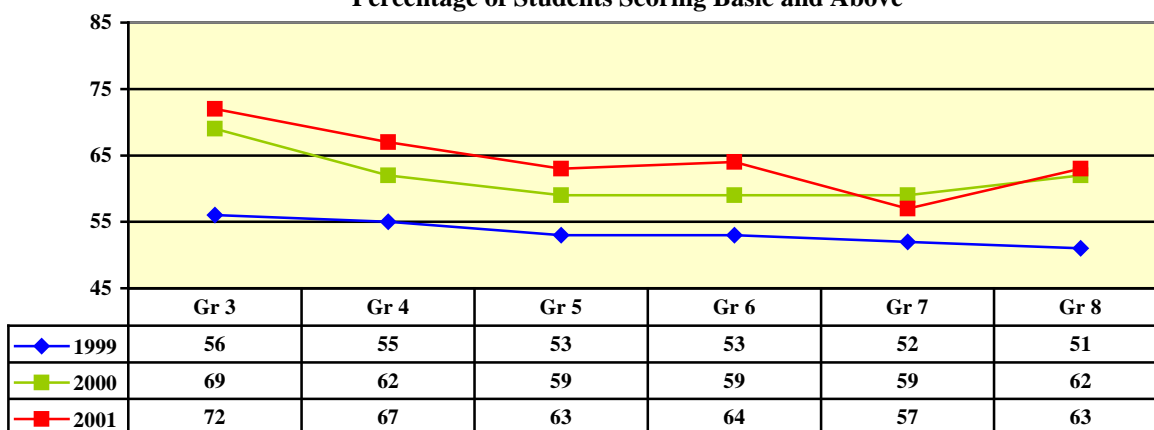


Figure 7.2.4
PACT Mathematics 1999–2001
Percentage of Students Scoring Basic and Above



South Carolina students show improvement on the National Assessment of Education Progress (NAEP), also known as “the Nation’s Report Card.”

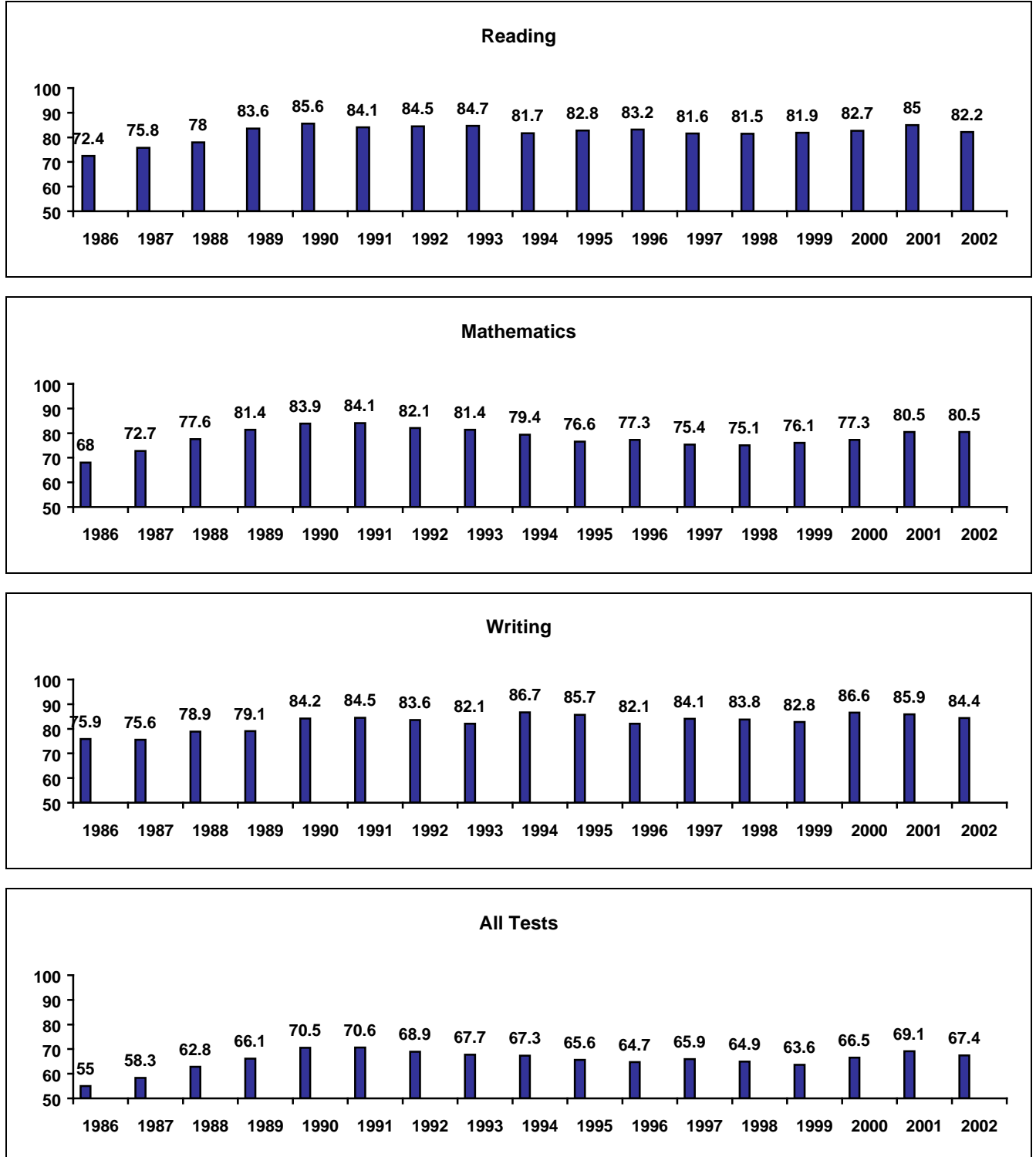
Figure 7.2.5

Grade, NAEP Subject Area	Average Scale Score		National Ranking
	S.C.	Nation	
Grade 4, Reading 1998	210	215	32 of 43
Grade 4, Mathematics 1996	213	222	41 of 47
Grade 4, Mathematics 2000	220	226	31 of 46
Grade 4, Reading 2000	N/A	215	NA
Grade 8, Science 1996	139	148	38 of 44
Grade 8, Mathematics 1996	261	271	39 of 44
Grade 8, Reading 1998	255	261	32 of 39
Grade 8, Writing 1998	140	148	32 of 39
Grade 8, Mathematics 2000	266	274	34 of 45

Figure 7.2.6

EXIT EXAMINATION: TENTH-GRADE STUDENTS

Percentages of Students Meeting Standard by Subject Area



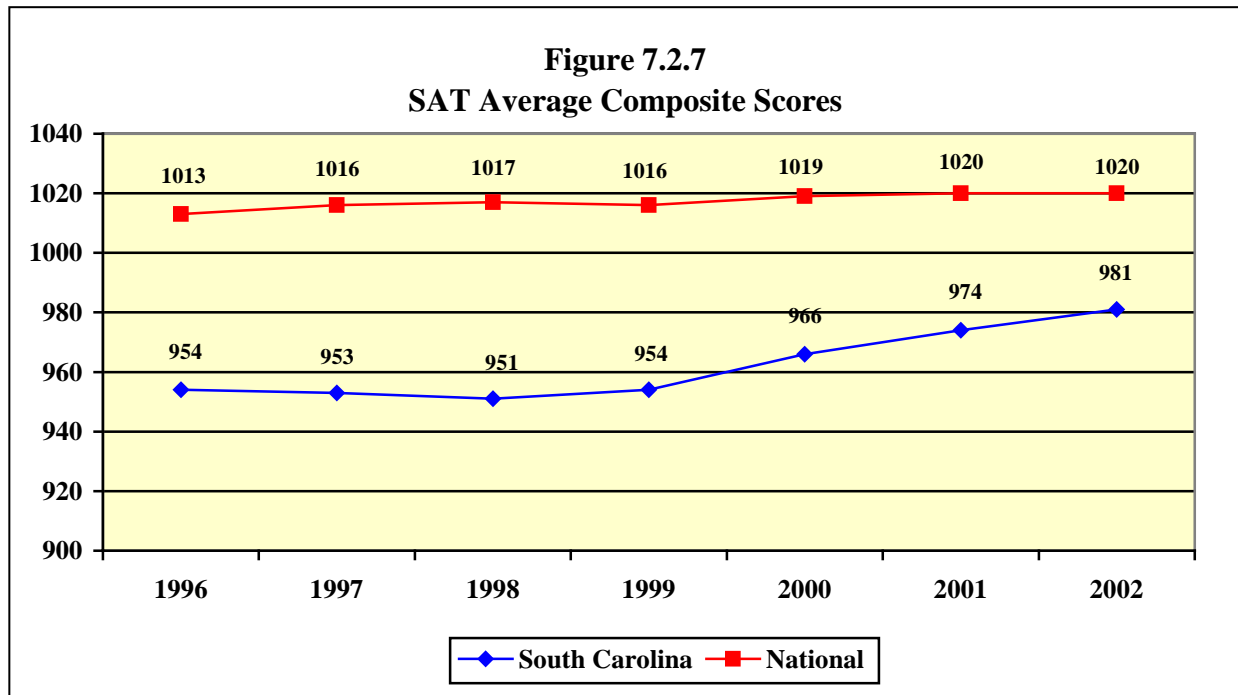


Figure 7.2.8

South Carolina and National Average SAT Scores, 1996-2002						
Year	Verbal		Mathematics		Composite	
	S.C.	Nation	S.C.	Nation	S.C.	Nation
1996	480	505	474	508	954	1013
1997	479	505	474	511	953	1016
1998	478	505	473	512	951	1017
1999	479	505	475	511	954	1016
2000	484	505	482	514	966	1019
2001	486	506	488	514	974	1020
2002	488	504	493	516	981	1020
Change 1996-2002	+6	+1	+14	+6	+27	+7

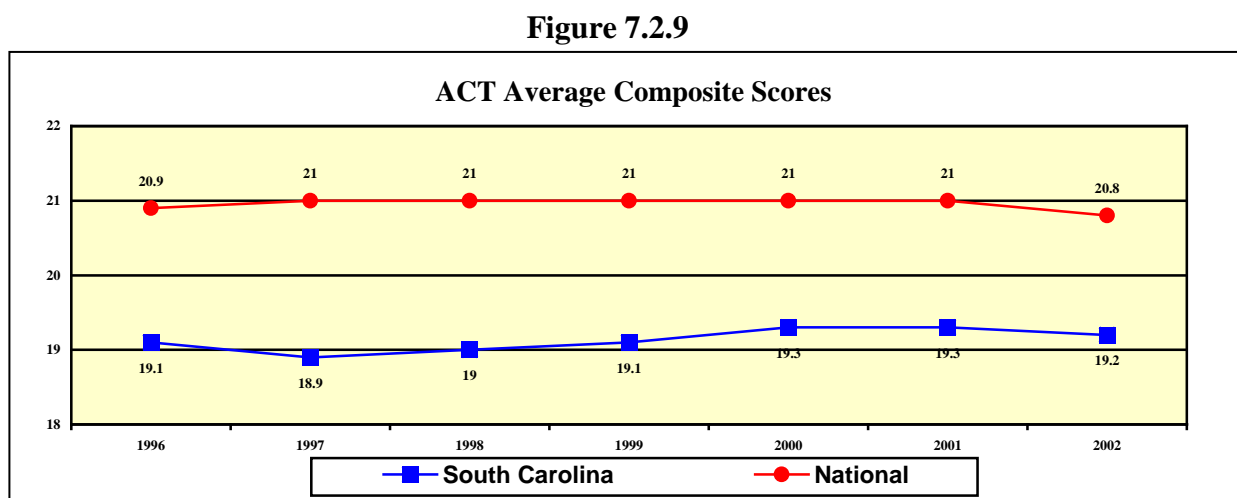


Figure 7.2.10
ACT Average Scores for Subject Area and Composite
South Carolina and the Nation, 1995–96 to 2001–02

SOUTH CAROLINA

Year	Number	English	Mathematics	Reading	Science	Composite
1996	4,648	18.5	18.8	19.4	19.2	19.1
1997	4,994	18.1	18.9	19.1	19.0	18.9
1998	5,385	18.4	18.8	19.4	19.0	19.0
1999	6,766	18.6	19.0	19.3	19.2	19.1
2000	9,051	18.7	19.2	19.5	19.2	19.3
2001	10,800	18.8	19.3	19.5	19.2	19.3
2002	11,978	18.8	19.1	19.3	19.2	19.2

NATION

Year	Number	English	Mathematics	Reading	Science	Composite
1996	924,663	20.3	20.2	21.3	21.1	20.9
1997	959,301	20.3	20.6	21.3	21.1	21.0
1998	995,039	20.4	20.8	21.4	21.1	21.0
1999	1,019,053	20.5	20.7	21.4	21.0	21.0
2000	1,065,138	20.5	20.7	21.4	21.0	21.0
2001	1,069,772	20.5	20.7	21.3	21.0	21.0
2002	1,116,082	20.2	20.6	21.1	20.8	20.8

Students use technology to reach higher levels of learning, a fact indicated by increased school and classroom connectivity.

Figure 7.2.11

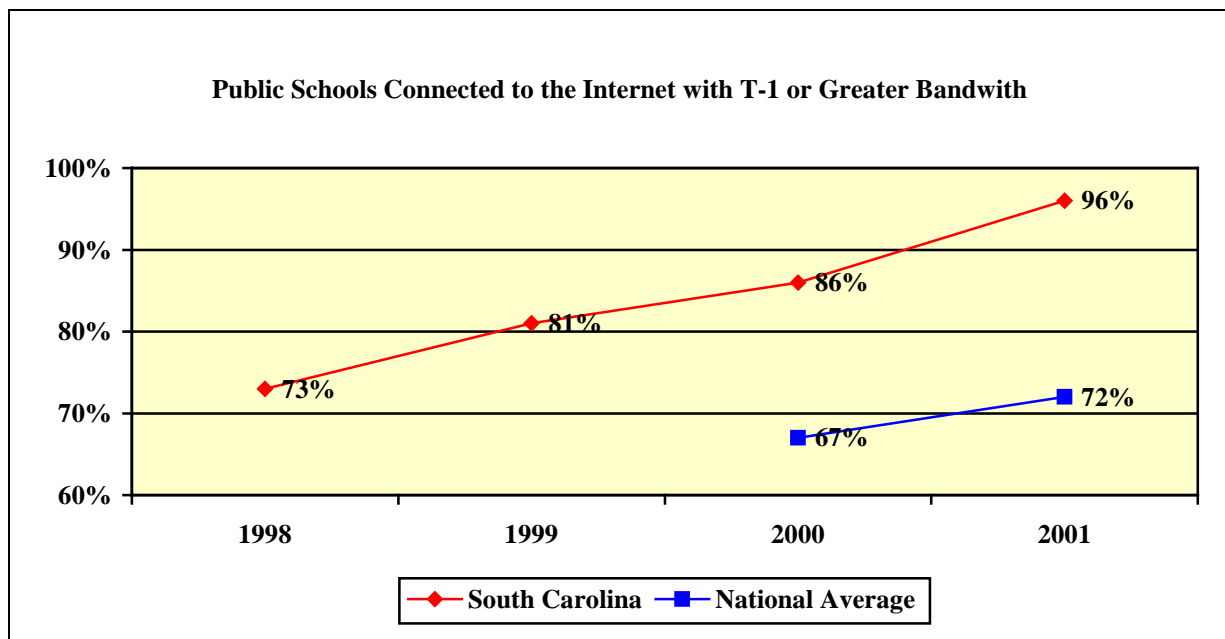
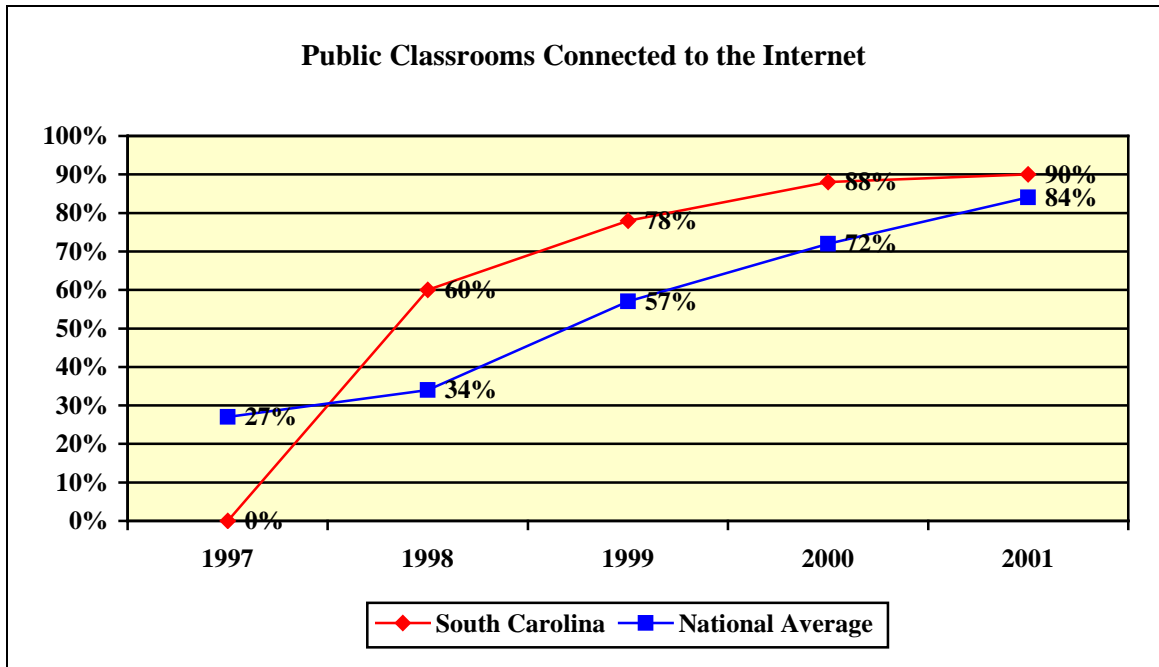
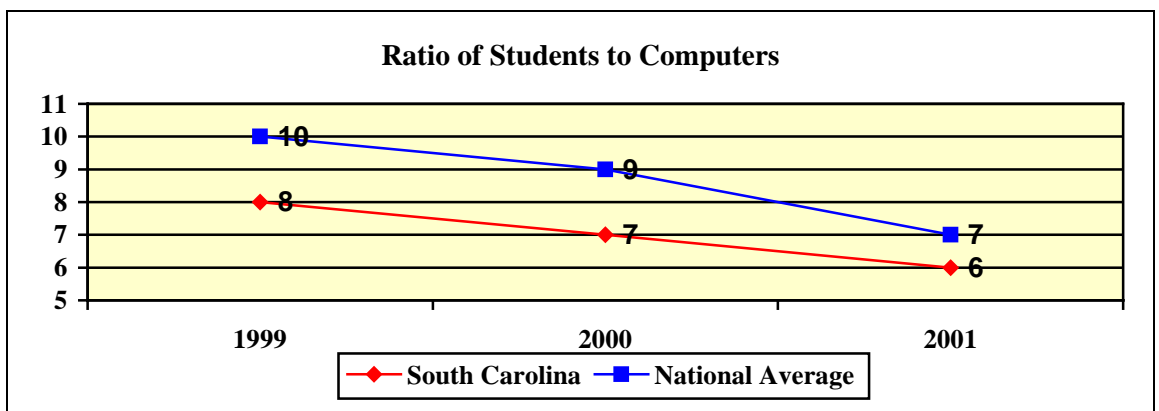


Figure 7.2.12



The lower its student-to-computer ratio, the better positioned a school is to establish a digital learning environment.

Figure 7.2.13



South Carolina's dropout percentage has remained relatively constant over the past five years.

Figure 7.2.14

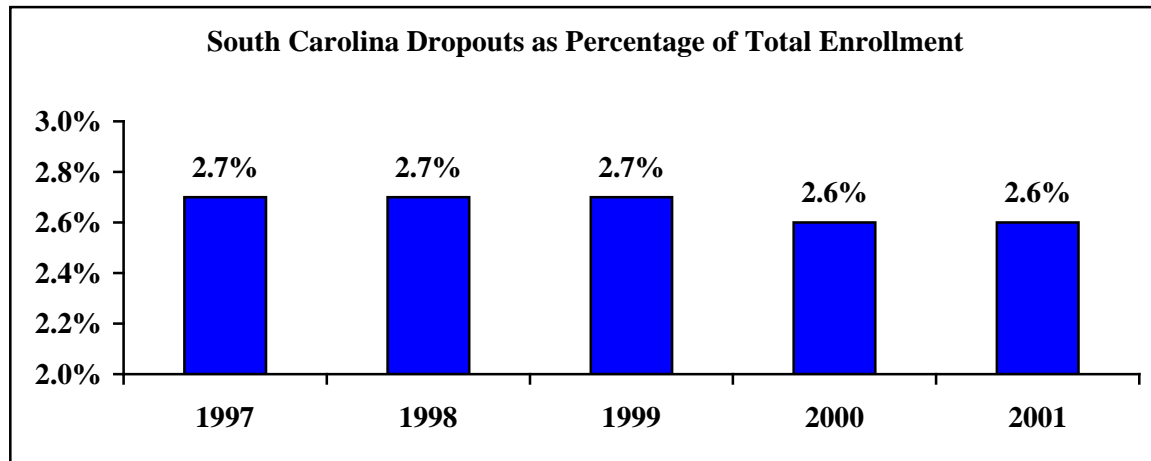


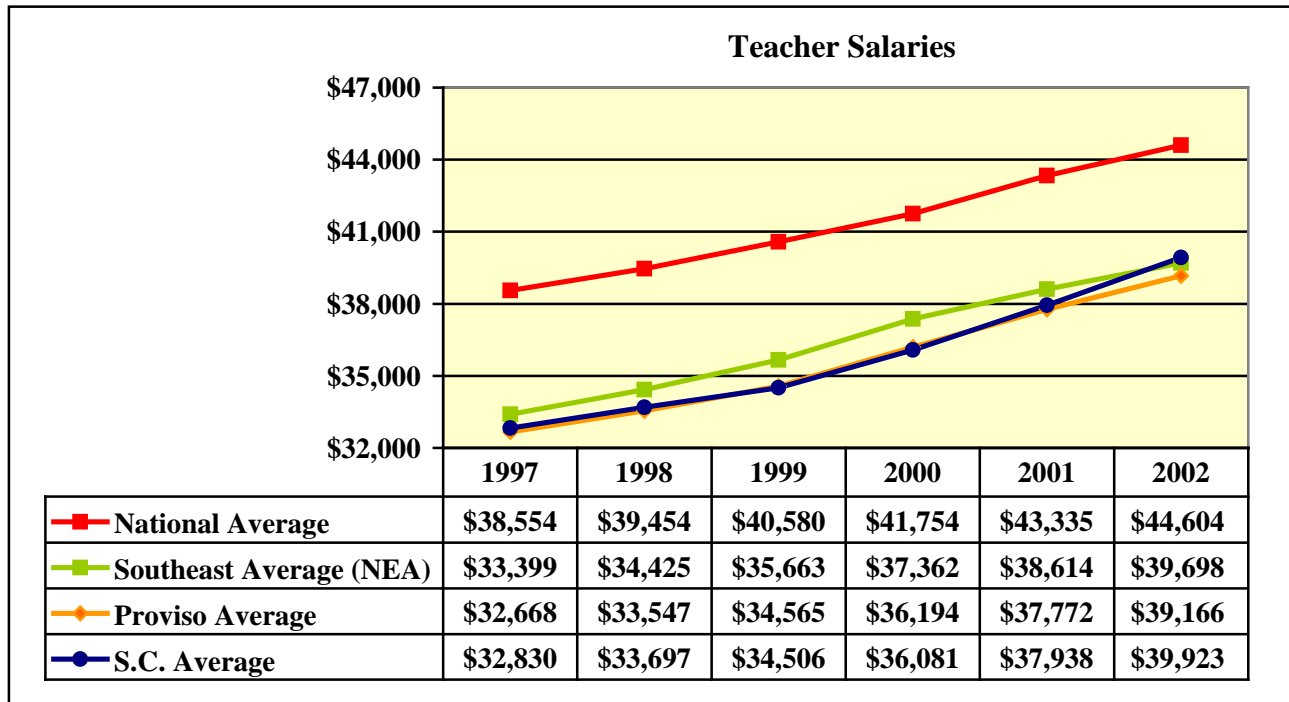
Figure 7.2.15

South Carolina School Crime Report Statistics

Crime	Year				
	1998	1999	2000	2001	2002
Simple assault	NA	3,489	3,504	3,972	3,851
Disturbing schools	2,690	2,051	2,051	2,649	2,605
Drug possession	940	N/A	751	906	937
Larceny/theft	655	718	720	969	915
Intimidation	539	1,017	1,017	1,005	867
Weapon possession	970	996	860	875	813
Vandalism	618	646	616	619	613
Aggravated assault	596	724	412	369	441
Nonforcible sex offenses	91	142	159	185	231
Trespassing	NA	NA	197	171	220

South Carolina's average teacher salary has risen faster than the national average teacher salary but still trails the national average by approximately \$5,000 annually.

Figure 7.2.16



A measure of teacher quality in a state, the number of teachers earning certification by the National Board for Professional Teaching Standards has increased significantly.

Figure 7.2.17

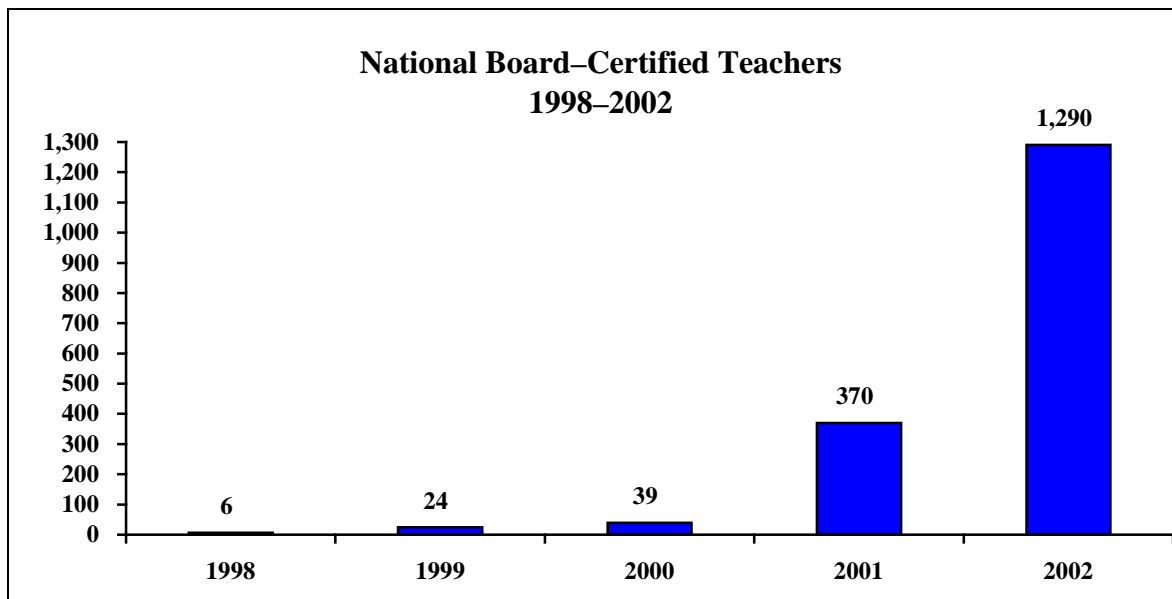


Figure 7.2.18

**Percent of Teachers with Advanced Degrees
(Master's and Ph.D.)**

	1998	1999	2000	2001	2002
Degrees above bachelor's	20,689	21,298	22,041	22,236	21,836
Total	41,159	42,651	44,449	46,290	47,060
Percentage	50.3%	49.9%	49.6%	50.2%	46.4%

ADEPT (Assisting, Developing, and Evaluating Professional Teaching) evaluation results indicate that South Carolina teachers meet required standards.

Figure 7.2.19

	1999	2000	2001	2002
Number of teachers evaluated	5,448	46,102	42,983	45,331
Number meeting standards	5,351	45,830	42,808	44,477
Percentage meeting standards	98.2%	99.4%	99.6%	98.1%

The SDE's teacher certification-process improvement measures indicate increased productivity.

Figure 7.2.20

Activity	1997	1998	1999	2000	2001
New certificates issued	NA	NA	NA	NA	6,874
Renewal and add-on certificates issued	12,268	12,770	12,183	13,338	14,249
Out-of-field permits issued	643	739	854	945	1,266
Temporary certificates issued	243	240	303	398	546
Critical need certificates issued	4	24	193	488	1,282
Certification average processing days	NA	120	100	60	20
Teacher visits to certification office	NA	NA	NA	18,277	9,895
Certification database Web hits	NA	NA	NA	NA	233,458
Documents scanned	NA	NA	NA	NA	317,336
Open cases	NA	NA	NA	NA	5,751

Productivity Results for the SDE's Office of School Facilities

Figure 7.2.21

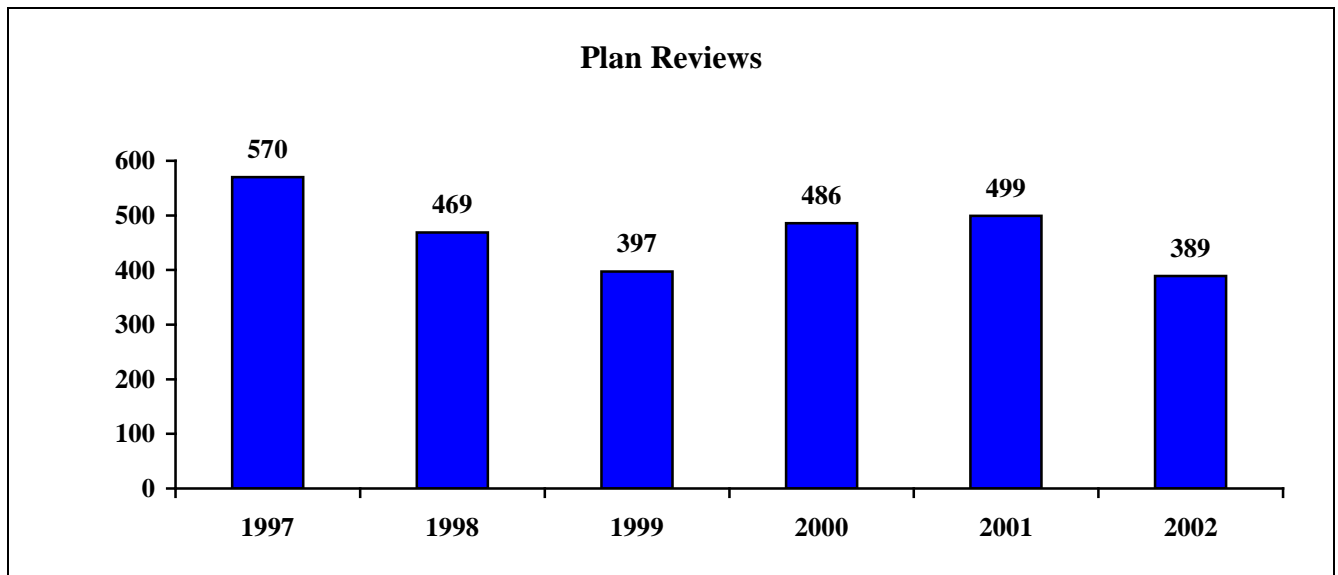


Figure 7.2.22

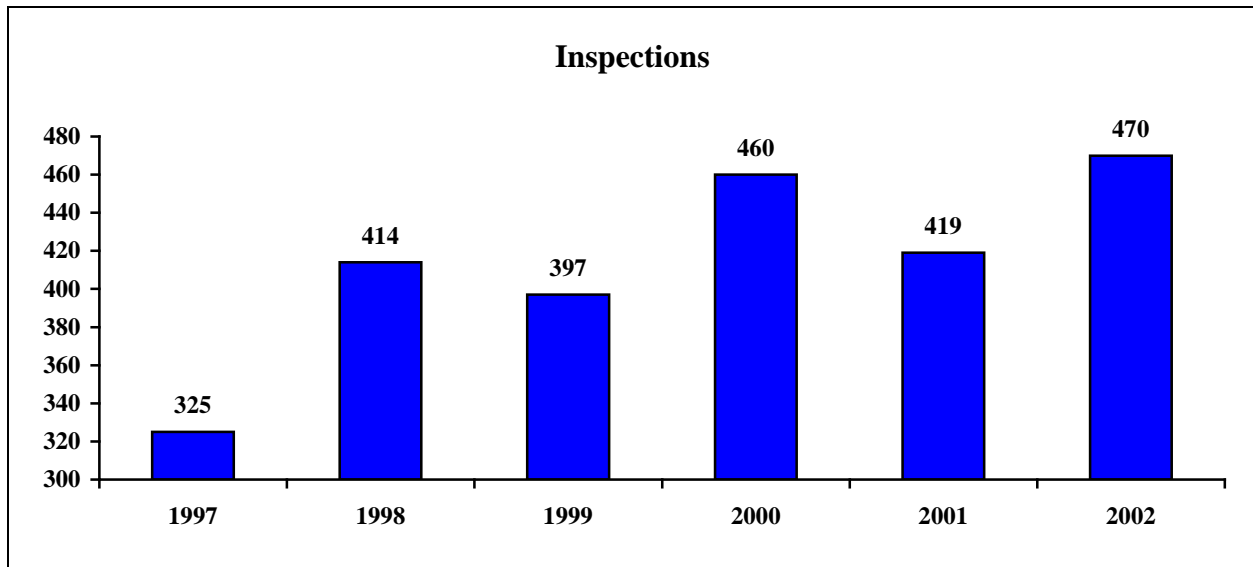


Figure 7.2.23

New Schools Approved for Occupancy

Year	Number of New Schools
1997	20
1998	13
1999	19
2000	25
2001	12
2002	19

South Carolina Pupil Transportation System Measures and Results

Figure 7.2.24

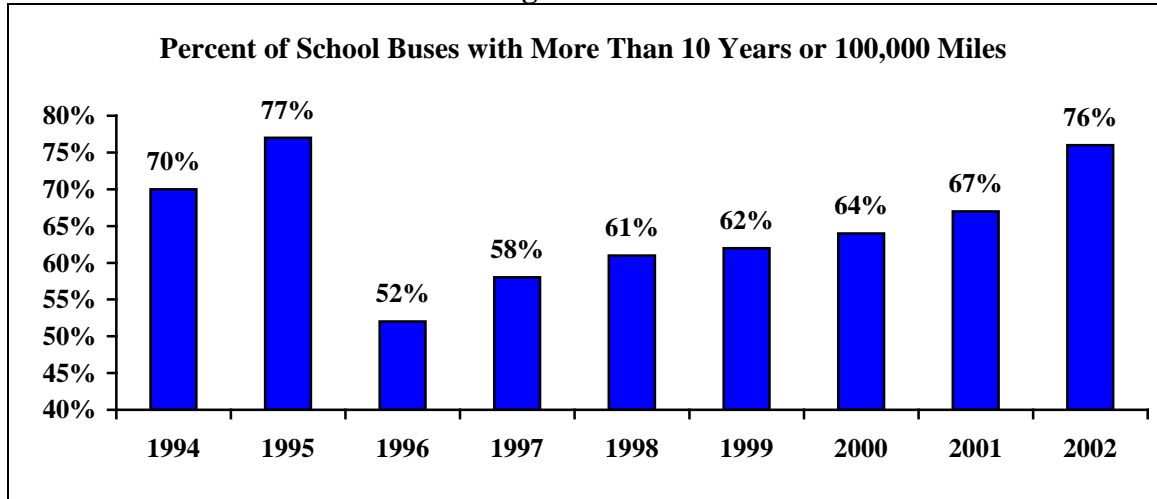


Figure 7.2.25

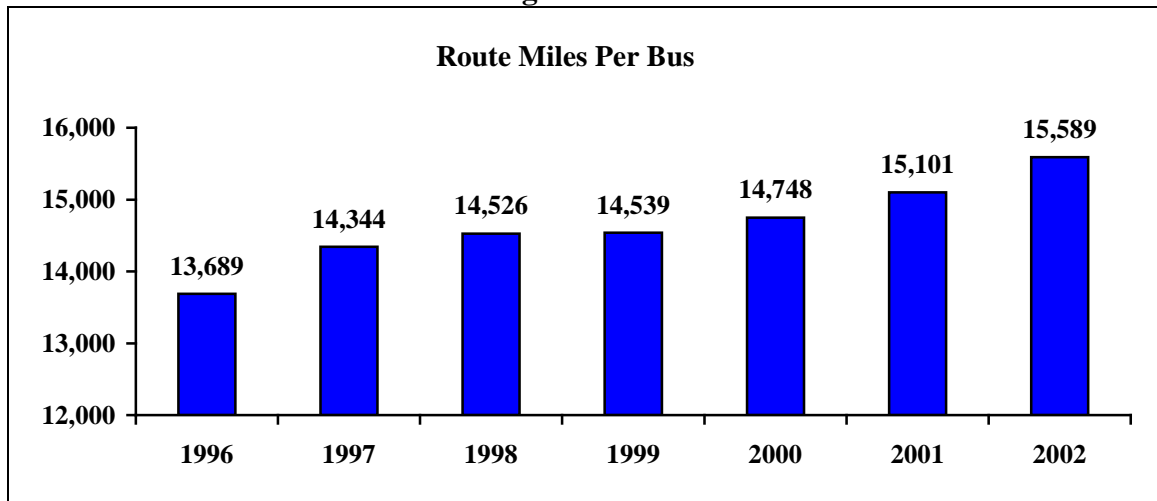


Figure 7.2.26

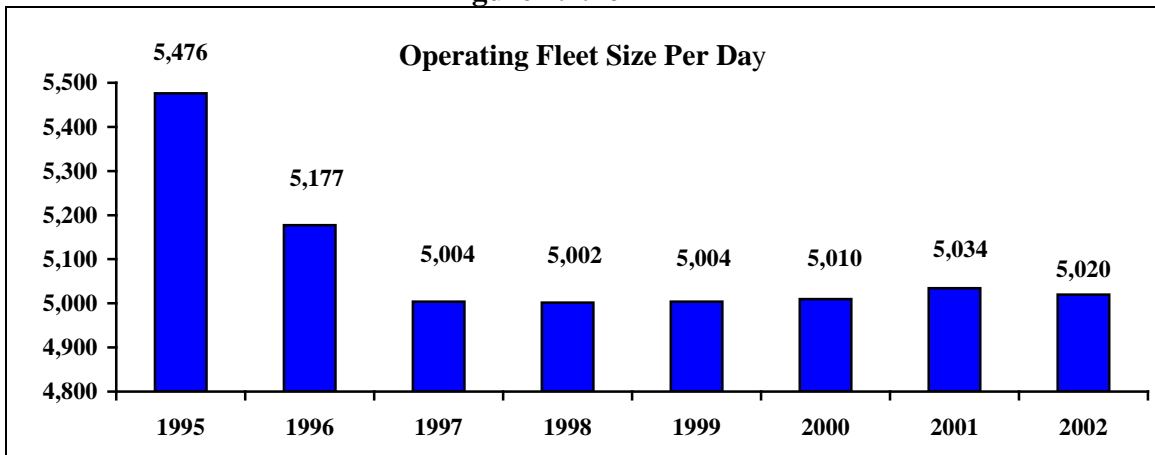


Figure 7.2.27

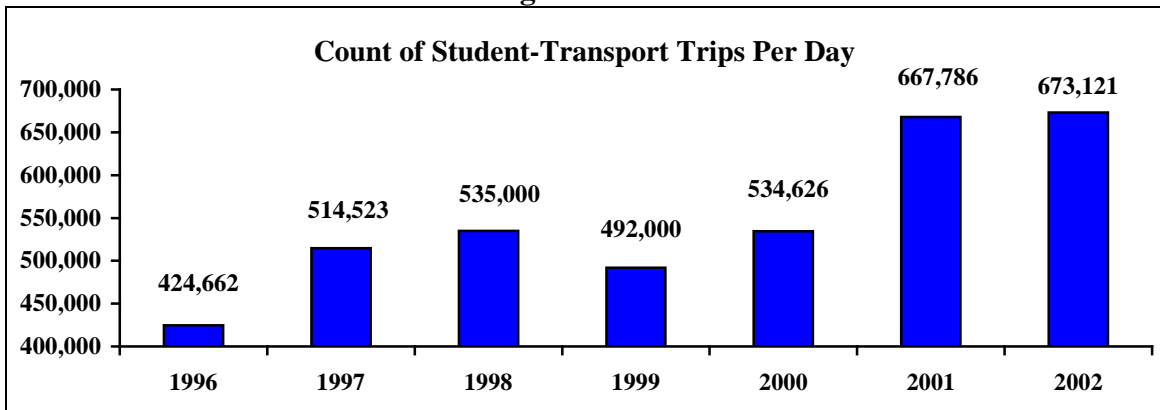
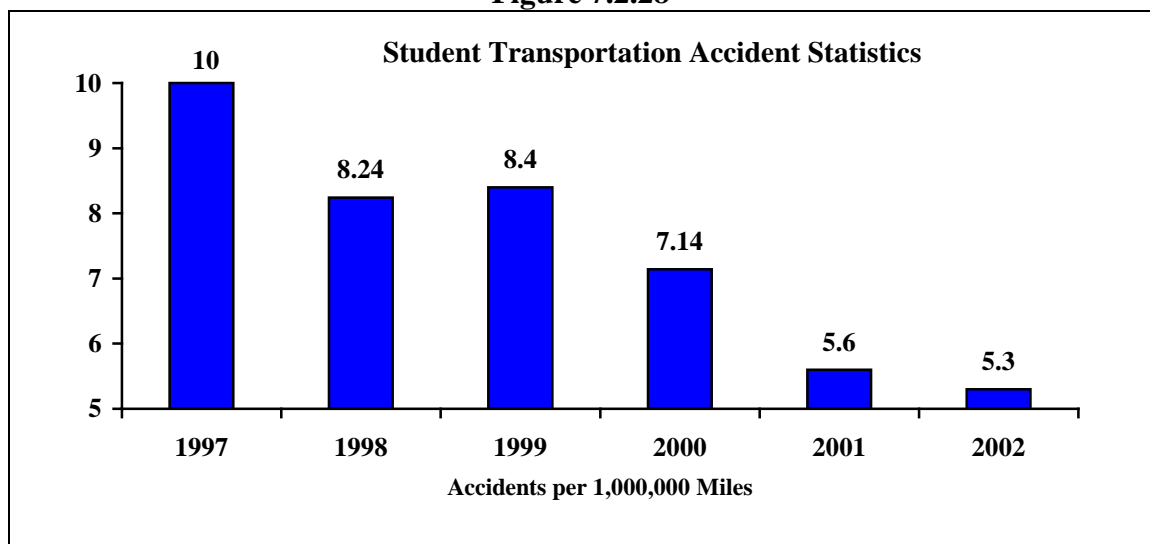


Figure 7.2.28



7.3 What are your performance levels and trends for the key measures of employee satisfaction, involvement and development?

SDE Employee Satisfaction, Involvement, and Development

Figure 7.3.1

Reasons Given for Position Turnover	1999	2000	2001	2002
Different position in the SDE	21	69	38	28
Different position in different state agency	13	19	13	4
Retirement	28	27	22	21
Private sector/city/county/federal position	17	38	17	21
Better pay/better opportunity	9	3	11	10
School district employment	3	10	10	8
Personal	15	13	12	26
Other	19	20	30	30
Position Turnover Rates				
Total number of SDE employees	824	855	930	927
Total number of SDE position turnovers	125	199	153	148
Percentage of total position turnovers	15.2%	23.3%	16.5%	16.0%
Number of employees who left the SDE	104	130	115	120
Percentage of employees who left the SDE	12.6%	15.2%	12.4%	13.1%

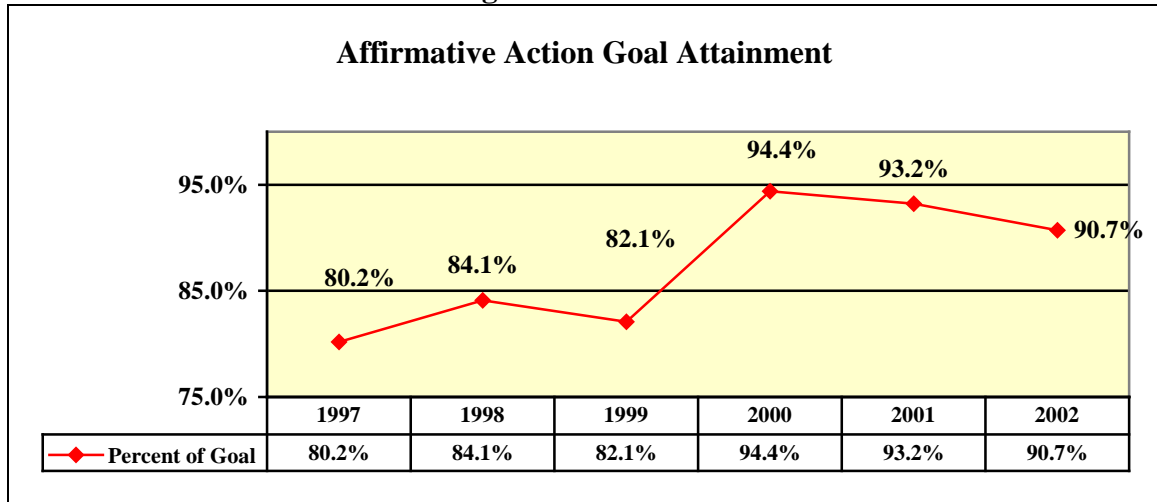
Figure 7.3.2

Number of Grievances	
1999	0
2000	2
2001	2
2002	4

Figure 7.3.3

Disciplinary Actions	
1999	22
2000	34
2001	27
2002	41

Figure 7.3.4



7.4 What are your performance levels and trends for the key measures of supplier/contractor/partner performance?

Performance measures for supplier/contractor/partner performance are being developed for FY 2003.

7.5 What are your performance levels and trends for the key measures of regulatory/legal compliance and citizenship?

Performance measures for regulatory/legal compliance and citizenship are being developed for FY 2003.

7.6 What are your current levels and trends of financial performance?

Financial Performance

Figure 7.6.1

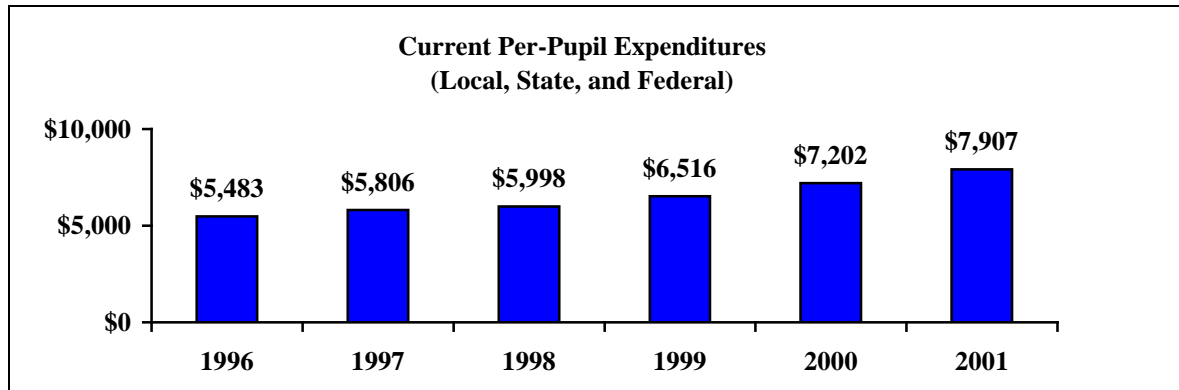


Figure 7.6.2

Major Budget Categories	2000-01 Actual Expenditures		2001-02 Actual Expenditures		2002-03 State Appropriation Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service Agency Leadership	\$23,123,792	13,881,303	\$24,531,435	\$14,007,695	\$23,341,788	\$12,683,751
Personal Service Transportation	12,554,121	11,859,741	12,645,935	11,635,601	12,456,273	11,568,751
Other Operating Agency Leadership	31,012,571	10,876,121	28,890,037	12,349,013	26,156,643	4,440,047
Other Operating Testing and Assessment	17,488,359	16,173,951	14,154,360	13,898,263	15,789,192	14,788,633
Other Operating Textbooks	44,486,742	38,484,768	44,369,865	43,940,387	43,527,884	42,027,884
Other Operating Transportation	46,739,808	29,959,677	28,212,628	24,792,432	27,759,763	24,584,763
Distributions to Subdivisions and Entities	2,892,469,121	1,746,481,892	2,917,971,606	1,718,554,781	2,743,752,374	1,800,440,772
Fringe Benefits Agency Leadership	6,615,522	4,473,706	7,059,955	4,227,708	6,255,671	3,597,398
Fringe Benefits Transportation	2,865,020	2,758,279	3,639,401	3,511,778	4,750,677	4,551,003
TOTAL	\$3,077,355,056	\$1,874,949,438	\$3,081,483,221	\$1,846,917,658	\$2,903,790,265	\$1,918,683,002

Figure 7.6.3

FY 2001 Distribution of Total Expenditures

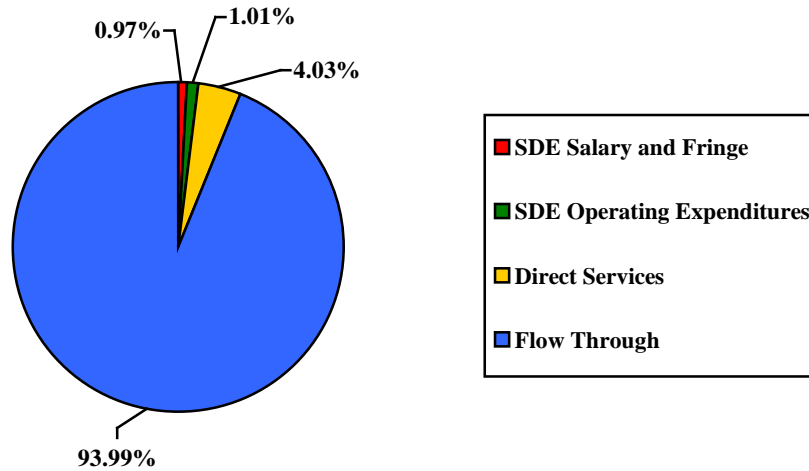


Figure 7.6.4

FY 2002 Distribution of Total Expenditures

